LIBRARY OF PRINCETON
7-16-1946
THEOLOGICAL SEMINARY

LA313
.G44

Digitized by the Internet Archive
in 2024 with funding from
Princeton Theological Seminary Library

https://archive.org/details/mississippistudy00gibs

LIBRARY OF PRINCETON
JUL 16 1946
THEOLOGICAL SEMINARY

MISSISSIPPI STUDY OF HIGHER EDUCATION

1945

⁂

Joseph E. Gibson, Director
and Others

⁂

BOARD OF TRUSTEES
Institutions of Higher Learning
Jackson 115, Mississippi

CONTENTS

Page

Part I. A Summary of Recommendations, with Priority Schedules 14

Part II. The Board of Trustees

Chapter 1. The Board of Trustees, Its Professional Staff, and Faculties 21

Chapter 2. Problems of a Unified Program of Higher Education 31

a. Mississippi's Efforts to Coordinate Higher Education 31

b. Allocations 38

Chapter 3. Factors Conditioning Support for Higher Education 49

Part III. Major Phases of the Educational Program

Chapter 4. Basic Guiding Principles 57

Chapter 5. General Education for Social and Civic Effectiveness 67

a. Arts and Sciences in the Lower and Upper Divisions 67

b. Libraries and Library Services 71

c. Health and Health Services 93

Chapter 6. Semi-Professional and Professional Education .. 107

a. Technical and Terminal Education 107

b. Teacher Education 115

c. Agricultural and Engineering Education 131

d. Medical, Dental, and Nursing Education 151

Chapter 7. Graduate Study and Research 187

Part IV. General Administration of the Institutions

Chapter 8. Institutional Organization and Policy in Relation to a Unified State Program 195

Chapter 9. Faculty Personnel Administration 203

Chapter 10. Student Personnel Program 235

Chapter 11. Public Relations and Alumni Relations 255

Chapter 12. Educational Finance 265

Chapter 13. Physical Plants 295

Part V. Negro Education

Chapter 14. The Development of Negro Education 317

Page

Appendix A. Drawing Power of Five State Higher Institutions, with Maps 347

Appendix B. Summary of Buildings and Inventory of All Lands 350

Appendix C. Diffusion of Graduates of Five Higher Institutions 385

Appendix D. List of Source Materials in the Board Office 388

Appendix E. Student Enrollment at State Institutions of Higher Learning 389

Appendix F. Recommendations for 1945 Summer Schools 389

Appendix G. Alcorn College—A Sketch of the Power of a Great Tradition 391

Appendix H. Resolution, Amendment and Act Creating the Board of Trustees 396

BOARD OF TRUSTEES

INSTITUTIONS OF HIGHER LEARNING

The Mississippi Study of Higher Education, 1945
Jackson 115, Mississippi
August 11, 1945

Mr. Martin V. B. Miller, President
Board of Trustees
Institutions of Higher Learning
Jackson, Mississippi

Dear Sir:

The Study Committee appointed by the Board of Trustees of Institutions of Higher Learning begs to submit herewith the final report on the activities entrusted to its care.

While we are aware of many omissions from this Study, we feel that the great mass of detail that has been examined and the conclusions drawn therefrom will serve as an excellent foundation on which this Board may lay its plans for the future in its attempts to establish a unified system of public higher education on behalf of the people of the State of Mississippi.

The Study Committee, individually and collectively, desires to express every appreciation for the time, work and the devoted service of the Director of the Study, his Assistants, the Consultants, the workers in the office, and every group of citizens, and each individual citizen who has contributed in making this Study of value in the purpose of which it was intended.

We trust the Board will feel that the fine cooperation it has given in this effort and the results achieved have been fully worthwhile.

Respectfully submitted,

H. M. Ivy, Chairman
Study Committee

BOARD OF TRUSTEES

INSTITUTIONS OF HIGHER LEARNING

Martin V. B. Miller, President
Ransom Alrich
John W. Backstrom
Paul H. Bowdre
J. Oliver Emmerich
R. N. Henley
H. M. Ivy
Means Johnston
Mrs. Ned Lee
Reece D. McLendon
J. G. Prichard
J. W. Reed
John W. Savage
R. B. Smith, Jr.
Mrs. Swep S. Taylor
W. Calvin Wells
J. A. Ellard, Executive Secretary

MISSISSIPPI STUDY OF HIGHER EDUCATION, 1945

STUDY COMMITTEE

H. M. Ivy, Chairman
Means Johnston
John W. Backstrom
R. N. Henley
Mrs. Swep S. Taylor

CONSULTANTS AND ASSISTANTS

(Listed in the order in which they were invited to join the Study)

Joseph E. Gibson, Director of Higher Education, Louisiana State Department of Education
Study Director

Fred J. Kelly, Chief, Division of Higher Education, U. S. Office of Education
General Consultant

Ernest V. Hollis, Principal Specialist in Higher Education, U. S. Office of Education
General Consultant

Ben W. Frazier, Specialist in Teacher Education, U. S. Office of Education
Teacher Education

Ray Hamon, Specialist in School Plant, U. S. Office of Education
Plant Operation, Maintenance

E. A. Waters, Director of Research, University of Tennessee
Resource-Use Education

J. W. Brouillette, Director of Extension, Louisiana State University
Negro Education

Horace Mann Bond, President, Fort Valley (Ga.) State College
Negro Education

Lloyd Morey, Professor of Educational Finance, University of Illinois
Educational Finance

Clarence Scheps, Supervisor of Finance, Louisiana State Department of Education
Educational Finance

M. C. Huntley, Dean of Instruction, University of Alabama
Faculty Personnel Administration

Paul W. Chapman, Dean, College of Agriculture, University of Georgia
Land-Grant Colleges

R. L. Sutherland, Director, Hogg Foundation, University of Texas
Student Personnel Administration

Harold H. Walker, Professor of Health Education, University of Tennessee
Health Services and Health Education

W. Stanley Hoole, Director of Libraries, University of Alabama
Libraries and Library Service

W. T. Sanger, President, Medical College of Virginia
Medical, Dental and Nursing Education

John B. Robson, High School Supervisor, Louisiana State Department of Education
Editorial Assistant

J. L. McCaskill, Professor of Education, Mississippi State College for Women
Assistant to the Director

J. W. Taylor, Clerk, Board of Trustees Office
Assistant to the Director and Secretary of the Study Committee

EX-OFFICIO ASSISTANTS

W. G. Eckles, School Building Service, State Board of Education
Assistant to Dr. Hamon

E. R. Jobe, State High School Supervisor, State Department of Education
Assistant to Dr. Frazier

Clyde McKee, State Elementary School Supervisor, State Department of Education
Assistant to Dr. Frazier

D. R. Patterson, Director of Instruction, State Department of Education
Assistant to Dr. Walker

D. V. Galloway, Director of School Health, State Board of Health
Assistant to Dr. Walker

P. H. Easom, Agent for Negro Education, State Department of Education
Assistant to Dr. Brouillette

DIRECTOR'S FOREWORD

The written reports of the *Mississippi Study of Higher Education*, 1945, are submitted in several publications: (1) a mimeographed report restricted to 100 copies; (2) a printed report (a condensation of the mimeographed report), 5,000 copies; (3) *Finance Report*, 1939-40, mimeographed; (4) *Finance Report*, 1944-45, now being prepared, 2500 copies to be printed; and (5) several memoranda and separate parts of the mimeographed report. A quantity of source material (listed, Appendix D) has been assembled or prepared by the Study Staff and is on file in the Board's office. The *Finance Report*, 1939-40, made for the last year unaffected by war conditions, and the *Finance Report*, 1944-45, will, it is hoped, serve as models of finance reports which the Board may cause to be made each year and distributed to the Governor, members of the Legislature, faculty members, and interested citizens.

PRELIMINARY ARRANGEMENTS

The Board of Trustees of the Institutions of Higher Learning, organized in the summer of 1944 as a constitutional body, announced in October, 1944, that it had authorized a study of higher education to the end that it might be made more fully aware of its responsibilities and opportunities. The announcement also listed the names of a Study Committee with authority defined later as follows:

> The Study Committee, under its broad grant of authority by the Board, shall be the policy-making body of the Study. It shall fix a budget on recommendation of the Director, authorize the employment of consultants and experts, and authorize procedures for the Study. It shall be responsible for the Study, and be in continual touch with the Director and the consultants. Acting for the Board, it shall make available for the study as reasonably required, the facilities, records, and personnel of the institutions and of the central office.

The Board made an appropriation from its own funds and authorized the Study Committee to seek a grant-in-aid from the General Education Board.

Early in November, the Committee invited me to be the Director of the Study and the Board elected me and approved the following memorandum of agreement:

> The Director shall have executive responsibility for the Study under the framework of budget and procedure as approved by the Study Committee. He shall also have ultimate professional responsibility for the Study. He shall recommend procedures and schedules, nominate consultants, experts, assistants, institutional committee members, and other personnel, and shall direct expenditures of the budget subject to approval of the Study Com-

> mittee. He shall cause the Study to proceed on schedule in a constructive, professional manner, and shall report its progress from time to time to the Study Committee. He shall cause to be produced a professional study of higher education in Mississippi, reported both in oral, confidential reports to the Board by the consultants and himself, and in a printed (or mimeographed) report as provided for in the Study Budget. . . . .

The terms of this agreement have been scrupulously observed by the Committee, by the Board, and by myself. The Study expenditures will be within the budget.

The Board also adopted the following resolution:

> In order to aid and facilitate the work of the Study of Mississippi's Program of Higher Education, the presidents, faculty members, and employees of the institutions under control of the Board of Trustees are requested to give full cooperation to the Study Director, the consultants, and assistants in carrying on the Study. Specifically, the presidents, on specific request from the Director, the consultants, or the assistants, are authorized:
>
> 1. To release faculty members and employees from regular duties to serve on committees or otherwise to assist the study.
> 2. To make available stenographic and clerical assistance.
> 3. To make available to the Study institutional facilities and equipment, such as committee rooms, typewriters, adding machines and automobiles.
> 4. To furnish in reasonable quantities stationery and office supplies.
>
> The Board will reimburse costs of necessary replacements of such released personnel.
>
> The central office of the Board of Trustees, and the personnel thereof, are likewise requested and authorized to aid and facilitate the work of the Study, and to cooperate in every way.

The terms of this resolution have been fully observed.

As these arrangements were being made, the Chairman of the Study Committee announced that the General Education Board had approved the request for a grant-in-aid, and that the Study would begin on December 1.

Policies and Limits of the Study

In an address delivered to the Association of School Administrators, Jackson, November 30, 1944, I outlined the Study and stated general policies that would be followed. It seems appropriate to quote parts of it in this foreword:

> Numerous . . . aspects of higher education in Mississippi will be studied. The study will not extend to junior colleges and private institutions of college level not under this Board, since the Board

has no authority over them and has no right to study them. Yet they must of necessity be considered because of their own important place in the picture and because of their intimate relations to the University and colleges under the control of the State Board of Trustees. Likewise this study cannot include the secondary schools, yet it must be made with a sensitive awareness of the stake they have in the well-being of Mississippi's state system of higher education. Accordingly, then, it is most fitting for the Director of this Study to make his first public statement before a professional audience made up of administrators and teachers in public and private colleges, and high schools. No other group can have a greater concern in seeing this study produce educationally constructive results.

My first word is an invitation to all of you to assist this study in every possible way, by active participation, by constructive criticisms and suggestions and by your expressed good will. . . . .

Several times this evening I have used the expression, "professional study" and have said we hope for "educationally constructive results." These expressions describe exactly what we plan. Neither the Board of Trustees, its Study Committee, nor I as Director will be interested in or tolerate anything else.

Let me describe for you the projected administrative structure and relationships, give you the names of the eminent educators who have already accepted places on our staff of consultants, and tell you something of what our procedure will be. . . .

The names of the consultants give assurance that the findings and recommendations of the study will be in keeping with the most widely accepted principles of higher education as they are applicable to Mississippi conditions. You will note that the consultants are not only educators of wide and recognized training and experience, but the most of them enjoy a background of experience with Mississippi or other Southern conditions. . . .

Although I have read you the names of some leading out-of-state educators who will serve as consultants, I hope that nobody will conclude that they alone will be consulted and will be expected to prepare the reports of this study without adequate assistance and advice from educators and lay-leaders of Mississippi. If that were to be the case, this study would fall into a pitfall like past surveys and studies in this and other states. . . . . . On the contrary, we shall seek the counsel of the professional educators of Mississippi in the public schools, in the junior colleges and in the private institutions of Mississippi. We shall seek the advice and assistance of the State Department of Education, the State Board of Health, and other state departments. Moreover, we shall ask state officials, members of the legislature and members of business, professional, agricultural, civic and industrial groups, and citizens generally to tell us what they feel they have a right to expect of the state's institutions of higher education. The faculty members and alumni groups will be solicited to make constructive suggestions. While it is necessary that the whole picture shall be looked at objectively by a group of out-of-state experts, everything possible will be done not only to make sure that these experts shall have been selected for their knowledge of our conditions, but also to make sure that they shall have every opportunity to see the picture from the viewpoint of Mississippians—educators and laymen.

Ultimately, it will be the responsibility of the Board of Trustees and of the Mississippi Legislature and the Governor to make major decisions as to public policy, based on the findings of the Study.

PROCEDURE

On December 28 nearly all members of the Study Staff assembled in Jackson to agree on the procedure of the Study and to get acquainted with members of the Board of Trustees. This joint meeting enabled Board members to discuss with individual members of the Study Staff numerous questions that they wanted given particular consideration and gave Study Staff members a chance to ask questions. Not the least important result of this meeting was the generation of much individual good will and understanding between the two groups.

Immediately following this meeting, the members of the Study Staff in several groups spent a week in scheduled visits to each of the seven institutions of higher education to hold conferences with various faculty groups, inspect the plants, gather data, and in other ways to study the institutions.

During the next three months, each consultant was "on his own" to visit, consult faculty personnel and citizens, and carry on his assignment as he saw fit. All were busy men with their own commitments, but they were generous with their time in continually visiting the institutions of the state.

Quantities of data were gathered early in the Study by the Board's central office and made available to members of the Study Staff. Several thousand letters signed by the President of the Board and by the chairman of the Study Committee or by the Study Director were sent out asking for expressions in answer to such questions as these:

What are the needs of the people of Mississippi for higher education?

To what extent do the offerings of our institutions meet these needs?

How can provisions be made to extend services in higher education?

What is the relationship of each institution to a total program of higher education?

What are the barriers, if any, to the most constructive service by the state institutions of higher education?

These letters were sent to state officials, all members of the Legislature, officers or members of business, professional, agricultural, industrial and civic groups, and to all college heads and faculty members of all public and private institutions of higher education and junior colleges. Correspondents were advised that replies marked "confidential" would be so respected.

Hundreds of replies came back, and were classified and filed according to subject, and made available in the Board's office to consultants. Most of these letters indicated deep interest in the state's program of higher education and some contained ideas and suggestions that were incorporated into this Study. Each consultant read the letters which dealt with his own field. The Director and several of the consultants read all of them.

To every person who sent a letter, a copy of the printed report will be mailed. Copies will be sent also to state officials, to legislators and to officers of the various unofficial organizations. Any citizen may obtain a copy (as long as they last) on request addressed to the Board of Trustees Office, Capital National Bank Building, Jackson 115, Mississippi.

Through the good offices of Board members and other leaders, meetings of citizens interested in special subjects of the Study were arranged from time to time to give members of the Study Staff an opportunity to hear discussions of state needs. Especially important were the meeting called by the Farm Bureau Federation to discuss the expansion of the services of the land-grant colleges, the meeting of the physicians and citizens of the state to discuss medical education in relation to the state's needs for medical services, and the meeting of selected Negro leaders to discuss the educational needs of the state's Negro population.

The Board itself, by its regular monthly meetings which were held at various institutions, to which members of the Legislature were invited, provided opportunities for the Director and the different groups of consultants attending each meeting to hear discussions of the state's needs.

ORAL REPORTING OF THE STUDY

In addition to written reports, the Director has made continual reports to the Study Committee and to the Board at its regular meetings.

One innovation in study reporting, undertaken with some misgivings, turned out to be a most valuable feature. With the approval of the Chairman of the Study Committee and of the President of the Board a two-day meeting of the Board was arranged (April 19-20) to hear preliminary reports of the Study presented by the Consultants. The members of the Study Staff had spent three days (April 16, 17, 18) in reporting to each other in order to coordinate reports, eliminate overlapping and to agree on overall policy. Needless to say, discussion between Board members and members of the Study Staff, begun in the meetings, continued thereafter at luncheon, at supper, and into the night. The only real difficulty experienced was that of persuading all present to let the schedule of the meetings go forward from one subject to the next.

THE PREPARATION OF WRITTEN REPORTS

After the week April 16-21, the consultants took their preliminary reports with them for rewriting before June 1. These rewritten reports became the mimeographed report. Unbound copies of it were furnished to members of the Board of Trustees and to the Presidents. Bound copies of the mimeographed report will be available about September 1. Copies of all parts except the *Foreword*, the chapters on *Public Relations and Alumni Relations*, the *Factors Conditioning Higher Education in Mississippi*, and the *Appendix* were furnished to the Presidents of all the institutions after the Board meeting on July 18 with the request that they write the Director correcting any errors of fact. Two of the Presidents wrote such letters; another had already called attention to minor errors in the *Finance Report*, 1939-40. It is assumed that if the Presidents desired to suggest any other corrections of fact they would have done so before the proofs of the printed report were read.

IN CONCLUSION

The Study Report omits much of the background material frequently found in survey reports. Since it is addressed to Mississippians, primarily to the Board of Trustees, to the Governor, the Legislature, and the professional personnel of the institutions of higher learning, the inclusion of much background material was not considered necessary.

Of course there are omissions in the subjects studied and of whole areas which could not receive any attention at all. Notable among the latter are the School of Law, the School of Pharmacy, intercollegiate athletics, and many curriculum areas of the several institutions. Suggestions that came in concerning these areas caused the members of the Study Staff to regret that it was not possible to make the Study more specific and comprehensive.

The principal purpose of a study of this kind is to point out weaknesses and to recommend remedies; not to bestow praise. In doing this, certain parts of the Study may have created uneasiness in the minds of some individuals, and induced defense reactions. If this is so, I regret it sincerely for such reactions are not in order. I can only reiterate that this has been an impersonal and impartial professional study. Members of the Study Staff frequently commented on the high character of work being done by many of the professional personnel and by others employed in the Mississippi Institutions of

Higher Learning. They felt that the State is getting an exceptionally high return on its investment in higher education. They were impressed also by the high character, ability, and unselfish service of the Board of Trustees.

A list of the organizations, professional workers, and interested citizens who have assisted the Study would require several pages of this volume. The Board of Trustees and its Study Committee were at all times cooperative and helpful. The Governor and members of the Legislature and other state officials have shown interest. The State Department of Education and the State Board of Health have contributed the services of some of their staff members. Other Mississippi groups, including luncheon clubs, chambers of commerce, and professional organizations have made valued contributions. Hundreds of individual citizens wrote letters and made oral suggestions for the improvement of higher education in Mississippi.

The Study is indebted to the United States Office of Education for making available the indicated members of its staff to serve as consultants; and to the General Education Board for its financial contribution.

The members of the Study Staff, both the out-of-state consultants and the Mississippi educators, were thorough and professional in all their work. The Presidents and the faculties of the colleges and the members of the Board's office staff were at all times cooperative and hospitable.

To all these groups and individuals I express sincere gratitude.

Joseph E. Gibson

Jackson, Mississippi
August, 1945

A Summary of Major Recommendations, With Priority Schedules

The three classes of actions recommended to the Board of Trustees by this Study contain items that vary in urgency.

A. Actions which may or may not involve financial expenditures
B. Actions which involve increased current expenditures
C. Actions which involve capital outlay expenditures

The actions falling into each of these classes are listed below and rated according to priority in the considered judgment of the Study Staff. Items of first priority are marked (I) Imperative; second priority, (U) Urgent; third priority, (N) Needed. Items requiring capital outlay expenditures are listed and marked separately.

A. Actions which may or may not involve financial expenditures:

(I) 1. The Board should decide upon its central professional staff organization in the light of its important responsibilities and select carefully the staff called for by the organization decided upon. (See Chapter 1.)

(I) 2. The Board should make its decisions on the major policies with respect to institutional functions and allocations, and establish a time table to guide the transition from the present to the proposed organization. After major policies are set, allocation will be a continuing process and must be carried on under the professional leadership of the Executive Secretary. (See Chapter 2, Section b.)

(I) 3. The Board should arrange for full consideration of the detailed problems which will arise in each institution during its transition from its present status to that determined by the proposed programs and allocation of functions. These arrangements include the services of (a) competent educational leadership on the part of the Executive Secretary as the representative of the Board, or the frequent services of a competent professional consultant; and (b) a very competent public relations man to develop widespread public understanding of the Board's purposes, unless the Board's professional office staff is qualified to render such services.

(I) 4. The Board should invite the State Department of Education, the junior colleges, and the privately controlled colleges to join with its institutions in establishing on a voluntary basis a State Council for Educational Co-ordination to give consideration to the following: (See Chapter 2, Section b and Chapter 7.)

(I) a. How to assure the closest co-ordination between the elementary and high schools, junior colleges, colleges, and the university, especially in the preparation of teachers and in the articulation between institutions. (Chapter 2, Section b; Chapter 6, Section b, and Chapter 8.)

(I) b. How to proceed most effectively in co-operation with the State Building Commission to plan for buildings to be built either by the state alone or by the state with the assistance of Federal funds if a Federal public works program is instituted. (See Chapter 13.)

(I) c. How to cooperate most effectively with the Federal Surplus Property Board in the obtaining of surplus property for schools and colleges.

(I) d. How to meet most effectively the educational and training needs of returning veterans and war workers returning to peacetime jobs.

(I) 5. The recommendations of Chapter 12, "Finance and Business Administration," should be adopted and put into effect immediately. The Board has already (April 20, 1945) taken a major step in this direction by requiring uniform accounting and uniform budgets.

B. Actions which involve increased current expenditures:

(I) 1. The Board should adopt (a) a salary scale high enough to attract and hold teachers and research scholars of high ability for each of the institutions, to go into effect as soon as the necessary appropriations can be secured, and (b) a policy designed to assure faculty promotion on the basis of ability and performance in college teaching, research, and field service. Steps should be taken to determine the teaching and research ability and performance of present faculty members and measures authorized which will adjust their salaries to the new salary scale. Recommendations should be made for this largely by the Presidents' Council with the Executive Secretary as convener and presiding officer. Deans and professors should contribute valuable suggestions. Increased legislative appropriations to meet this obligation should be sought for the biennium 1946-48.

This is the most imperative need of the institutions of higher education in Mississippi. (See Chapter 9.)

(U) 2. The Board should adopt a policy looking to the gradual reduction of student fees for Mississippi students.

It is suggested that funds be sought from the Legislature which will permit the reduction of fees by 20 percent the first biennium.

(U) 3. The Board should adopt a policy designed ultimately to assure an opportunity for a college education to every Mississippi youth of marked ability. As a beginning the Board should seek an appropriation of $50,000 per year to establish state scholarships for needy students who rank high in ability, seriousness of purpose, and promise as selected from a list of those high school seniors rated by high school teachers as most promising and most worthy of the investment. A state scholarship committee composed of a representative from each institution should be authorized by the Board and convened by the Executive Secretary for working out a state scholarship system along lines set forth in Chapter 10, "Student Personnel Administration."

(I) 4. The Board should announce as a policy that sound health is a leading objective in all education. Such adjustments and provisions at the several institutions should be promptly instituted as will: (a) assure health and physical fitness to each student, and (b) develop as rapidly as possible health knowledge and good health habits among the students and the people of the state through the influence and leadership of the institutions of higher learning. This will require small but undetermined increases in institutional budgets. (See Chapter 5 c, "Health and Health Service.")

(I) 5. The Board in cooperation with the State Board of Health should take the leadership in providing medical and nursing services for Mississippi according to the program set forth in Chapter 6, Section d, "Medical, Dental, and Nursing Education."

(U) 6. The Board should provide for the improvement of library service at all the institutions in order that the library may become a center of the educational program at each institution. (Chapter 5, b.)

(I) 7. The Board should declare that the dominant purpose of the publicly controlled colleges and university is to serve the interests of the state, through (a) the development of its human resources, thus raising the capacity of individuals for more abundant living, and (b) the development of its economic resources. To these ends, steps should be taken to adjust the educational programs to meet as fully as possible the needs of the youth of the state; research programs should be developed to aid in solving the problems of agriculture, of forestry, of mineral resources, of engineering, of business, and of other fields in which progress can be aided by research; and a rich and varied extension program supplementary to the agricultural extension service should be inaugurated to bring as many advantages of education as possible to the men and women throughout the state. This is a long-term program of infinite possibilities. Such a program will require increases in budgets. Immediate increases to be requested for the next biennium should be determined not on the basis of what each institution got for the last biennium, but on the basis of the obligations and opportunities of each institution within the state's unified program of higher education in the future.

C. Actions involving increased capital outlay expenditures (assuming the retention of most of the present functions in the several institutions in their present locations and the return to pre-war enrollments; also assuming that the major recommendations of this Study are to be carried out):

1. Repairing, remodeling, fireproofing, and providing food storage and sanitary facilities and the healthful environments necessary to remove as far as practicable the hazards to life and health of students. (See Chapter 5, Section c.)
2. Painting, repairing, and renovating required to check the deterioration now taking place in many buildings. (Chapter 13.)
3. The buildings required to enable the several institutions to provide educational opportunities, reasonably satisfactory facilities and suitable student living accommodations.

   These are listed by institutions and each is designated as (I) Imperative, (U) Urgent, or (N) Needed.

BUILDING PRIORITY SCHEDULE

University of Mississippi

(I) Sewage disposal plant
(I) New water well
(I) New library building
(I) Power and heating plant and service shops
(U) Classroom building to replace space lost by removing wings of Lyceum Building
(U) Fireproofing central unit of Lyceum Building
(U) Biology building
(N) Enlargement of Student Union

(U) The two additional units of the University High School
(N) New medical building
(N) Fine arts, dramatics and music building (the present library could be converted to serve this purpose)

Mississippi State College
(I) Removal of portions of main dormitory and construction of a new central unit so as to convert present dormitory into three separate buildings
(I) New sewage treatment plant
(I) Enlargement of the Dairy Products building
(I) New bakery
(I) New library
(I) New poultry building
(I) New swine building
(I) New agriculture building
(U) New agricultural engineering building
(U) New science building
(U) New building for health, physical education, and recreation
(N) New student union building
(N) Fireproof or replace Lee Hall as an administration and academic building
(N) New auditorium

Mississippi State College for Women
(I) Renovate, modernize, and fireproof stairways in dormitories
(I) Complete library stacks
(U) Science building to replace old
(U) Classroom building to replace 45-room Industrial Hall
(N) Warehouse and service shop building
(N) Demonstration and practice high school (either off campus to be owned by city or on campus to be owned by the college and the city of Columbus jointly)

Mississippi Southern College
(I) Additional library stacks and much library equipment
(I) New building for health, physical education, and recreation
(I) New demonstration high school on or near campus
(U) Arts and dramatics building
(U) Classroom building
(U) Student Union building
(N) Additional dormitories if enrollment increases materially

Delta State Teachers College
(I) Science building
(U) Additional library stacks
(U) Laboratory training school
(N) New dormitory for men to replace old dormitory and convert Taylor & Hardee into faculty apartments

Alcorn A & M College

(If Alcorn is left in its present location; but the Study Staff recommends [Chapter 14] that Alcorn be moved to a more suitable location)

(I) Health, physical education, and recreation building
(I) New heating plant
(I) New farm buildings—especially barns
(U) Library building
(U) High school practice school
(N) Annex to trade building
(N) New dining hall

Jackson College

(I) Science and classroom building
(U) Farm and shop building
(N) Dormitories for men and for women

Chapter I

THE BOARD OF TRUSTEES, ITS PROFESSIONAL STAFF AND FACULTIES

Mississippi's historical efforts to coordinate its higher educational institutions into a unified system are recounted elsewhere. We have here to discuss briefly each major element—the Board, the Board's professional staff, and the college administrations and their interrelationships.

In order that Mississippi's system of higher education may be well coordinated to serve the needs of the state, it is necessary that the Board of Trustees, the Executive Secretary and staff, the presidents and the faculties of the several institutions should have a clear conception of the part each group is to play in this vast cooperative enterprise. Moreover, each group should do its part, and leave all the others to perform the functions assigned. Any trespassing or usurpation of functions is sure to cause friction, and if carried too far, may defeat some of the very educational objectives for which the whole enterprise of higher education in Mississippi exists.

First, let it be said that while government here as elsewhere is "a government of laws and not of men", it must be borne ever in mind that men (and women) make up boards of trustees, professional staffs, presidencies and faculties and as such give to them individuality, color, human warmth and, alas, human frailty. So, while this is a professional study, the personal equation makes it the more necessary to define functions and to describe relationships.

The Board of Trustees of the Institutions of Higher Learning is the official body constituted by the state to represent the people in the general administration of the seven state-supported institutions of higher learning. It would have been difficult for the framers of the constitutional amendment and the law to find a better name for this body, for its members are indeed "trustees"—citizens appointed because of qualifications of "the highest order of intelligence, character, learning and fitness for the performance of the high and honorable duties . . . to the greatest advantage of the people of the State and of such institutions, uninfluenced by any political considerations." To this Board are entrusted very important and special duties and it is expected to perform them as a board and not as individuals. Nor are members permitted in the conception of the law to let selfish interests, nor any consideration other than "the greatest advantage of the people of the state" influence the performance of such duties. Every action of the Board should be tested by this ideal.

The principle of continuity of educational policy, which has been referred to in educational literature as *The Unique Function of Education in American Democracy,* is recognized by the constitutional amendment and by the law by making provision for long, overlapping terms of board members. Thus it is contemplated by the founders of this Board of Trustees that the administration of these institutions need not be upset by change of political administration, but that its services should be on a continuing basis, so that educators can be employed for periods of long expectancy in office provided they perform their duties on a high professional basis—with character, with competence, and without fear or favor. Members of the Board of Trustees are required to serve without compensation except for a small per diem plus necessary expenses incurred. It is not expected that any board member shall perform executive or professional functions. Rather the Board, acting always as a body and expressing itself through its minutes, should confine itself to determining broad policies, the selection of its own professional staff, the selection of the presidents of institutions and personnel as recommended by the presidents. Then the Board should see to it that the institutions are operated according to policies adopted.

It should delegate to its Executive Secretary the responsibility for professional leadership in coordination and in the continuing allocation of functions, and delegate to the presidents the executive administration of the institutions under policies it has adopted.

The Board should thus hold itself free to sit in judgment as a Board acting in behalf of the people—to appraise the work of the presidents and the faculties on the bases of reports, inspections, inquiries, and general public reactions. If individual board members should take it upon themselves to participate in professional work they would try not only to do that for which they are not usually qualified but they would be likely also to usurp responsibility in such a way as to do injustice to the professional staff who are held responsible. Moreover, by such acts members would surely render themselves incapable of making proper objective judgments concerning administrative activities in which they take part. Further, they might embarrass their colleagues who would be reluctant to exercise critical judgments on matters in which fellow board members had participated. Such participation is to be avoided by board members.

The Board of Trustees, then, should:

1. Represent the people of the state as a board of trustees in the true and original meaning of the word.
2. Act as a whole Board speaking officially through its minutes.
3. Recognize and act on the principle of continuity—education's "unique function in American democracy."
4. Consider itself to be a policy-making and general administra-

tive body, for the operation of the state's system of higher education, and for each institution therein.

5. Select and delegate to its own professional staff and to the presidents and faculties the professional duties of operating the state institutions of higher learning, and hold them responsible therefor under the broad policies of the Board.
6. Elect members of the professional staff in the central office, only on recommendation of the Executive Secretary, and elect all professional personnel and other employees of a given institution only on recommendation of the president.
7. Keep ever in mind that it is responsible for the administration of *a system* of higher education and that the interests of the whole state demand that actions which seem to relate to one institution only may affect another or all of them.
8. As an indispensable means of achieving and maintaining adherence to its policies, (the Board should) require each president to submit a report every two years on the condition and progress of his own institution with emphasis on relations to the total educational program; require the Executive Secretary to submit every two years a report on the progress of the unified system of higher education as such; and provide out-of-state consultants in this field for a check up and appraisal at four-year intervals.
9. Keep itself ever alert and informed to the end that it may represent the people in seeing to it that the institutions meet the needs of the state, and in seeing to it that the people, the Governor, and the Legislature are kept aware of the services that the institutions are rendering and might render.

Board Meetings and Minutes

This Board is to be commended for holding regular monthly meetings during this last year at the several institutions. Meetings at the institutions should be continued, but it is doubtful if it will be found desirable or necessary in the future to hold them so often as once a month. After the Board has disposed of the great amount of business that seems indicated for the remainder of the year 1945, especially because of the imminence of the legislative session in January, 1946, it may be advisable to announce a year in advance a schedule of regular quarterly meetings. These meetings should probably be of two-day duration in order to give ample opportunity for deliberate consideration of the many important matters of policy that can be decided only by the Board.

Regular quarterly meetings would enable the Board to have eight meetings for the biennial period of 1946-48, thus making the round of the seven institutions plus one meeting in Jackson. Of course it may be necessary to call one or two special meetings during a year even after conditions have become more nearly normal.

The Board should require that all communications from the colleges to the Board be sent through the Executive Secretary's office. Items to be considered at a Board meeting should reach all members at least fifteen days in advance of the meeting. This includes budget requests, recommendations of presidents for major changes, and all other matters that can be thus prepared and recommended in advance. The Board should not, except in cases of emergency, allow itself to fall into the practice of passing on important matters on the spur of the moment. Unless there is an emergency, it should be the practice to let major items not submitted fifteen days in advance lie on the table until the next meeting. A mimeographed order of business or agenda for each regular meeting, should be prepared by the Executive Secretary with suggestions from the President of the Board and mailed to each member and to each institutional president before the day of the meeting or placed before him at the beginning of the meeting.

At an early meeting the Board should direct the Executive Secretary, by and with the advice of a small special committee of its members, to prepare a code of by-laws and regulations of Board procedure. This is provided for in the law. These by-laws should include the above suggestions as well as rules of order, such as have been already adopted. Included also should be a clear statement of the relationships that should exist among the Board, the Executive Secretary and his staff, the presidents and the faculties, and between the Executive Secretary's office and the presidents and faculties as outlined by this Study and as additionally determined by the special committee. There should be a clear statement of the place of the Presidents' Council within this structure. Many suggestions concerning these relationships are to be found in this Study but it is anticipated that this special committee will want to make special recommendations in addition to those herein suggested.

As a rule, regular meetings of the Board should be public. Every effort should be made, however, to obtain constructive reporting of the Board's deliberations and actions to the end that the people may be presented continually a true and not a distorted picture of what really occurs. This does not preclude the necessity for the Board's discussing confidential matters in executive session. Nor should the public be led into thinking, when the Board does hold an executive session, that it is being denied access to information to which it is entitled. Rather it should be grateful to the Board for observing a fine respect for proprieties and should trust the Board to exercise wisdom in deciding matters which are to be kept confidential. The standing of the members of this Board as leading citizens of Mississippi gives assurance that the public will take this view.

There is no reason why the presidents of the several institutions should not be present at all regular sessions of the Board unless confidential matters to be considered at an executive session affect a president or his colleagues in some intimate, personal way. Moreover, it is inadvisable for the Board to consider and arrive at tentative determinations of policy without the help of its professional advisers. Some boards tend to follow the policy of working out a tentative policy on a given subject, and just before its final adoption, calling in the president of the institution concerned and saying something like this: "We have about decided on this matter. What do you think about it?" Such procedure deprives the Board of the advice of those who by training and by position are likely to have the best information on the subject. To have all the presidents in attendance will tend to insure state-wide viewpoints rather than special solicitude for particular institutions. Needless to say, the Executive Secretary should be present at all meetings both public and executive, and the Board should have no confidential matters not fully understood by him.

The Board of Trustees speaks through its minutes. It has no other way of speaking or acting as a Board. The practice of "polling" the members of a board by mail even if legal should not be permitted. The individual board member cannot always vote intelligently unless he has had the opportunity of hearing discussion. Any matter important enough for board action is usually important enough to wait for final consideration by the whole board. This of course does not preclude the delegation of authority to special committees or to the professional staff. But the minutes of special committees with authority to act should ultimately become a part of the minutes of the Board, and special authority to act for the Board granted to professional personnel implies an official reporting of actions taken.

The practice of mimeographing the minutes and sending them to the members of the Board as soon as possible after a meeting should be continued. The minutes should be carefully edited by the Executive Secretary, and approval of the minutes of the previous meeting should be the first order of business at every regular meeting. The minutes of a public body are public records and should be available to citizens of the state who may ask for them.

The official minute book of the Board should be kept in the central office in a fire-resistive safe. A duplicate file of the minutes should be kept in a fire-resistive safe in some other state office.

Committees of the Board of Trustees

Although this Board has sixteen members it should do its committee work in so far as possible on a committee-of-the-whole basis. In four years its membership will be automatically reduced to thirteen, making such a practice more feasible.

Standing committees are as a rule to be avoided. They are not considered good administrative practice in spite of the fact that they are quite usual with public bodies. Objections are that standing committees either do nothing more than stand, that is, they do not function; or they work so assiduously that they tend to develop a proprietary interest in the particular phase of the program on which they are working; or come to be "experts" in a particular field and tend to usurp the duties of the whole Board and of the trained professional executives. Moreover, a sort of "senatorial courtesy" or log rolling spirit may develop between standing committees. Finally, standing committees tend to keep the whole Board (all members) from being adequately informed concerning all important matters of policy.

Special committees are needed from time to time to perform special duties that cannot or need not be undertaken by the whole board. The special committee should be small—three to five members, plus the Executive Secretary, and should be set up for a limited time with its duties clearly defined.

The special committee should make a report at the next regular meeting of the Board, if only a "progress report," and should be discharged when it has made its final report. Special committees should not be appointed to do what professional executives or staff members can do better.

Although the Study Staff has observed no tendency on the part of this Board to let itself be drawn off into excessive committee work and away from its primary duty of policy determination, it cannot say with too great emphasis that this is a major error of boards of trustees into which this Board, being a newly constituted board, ought not to allow itself to fall.

The Executive Secretary

The Executive Secretary is the key person in the general administrative structure through whom the Board of Trustees of the Institutions of Higher Learning must secure the coordination of effort among the seven colleges of the system. Let it be stated without reservation that so much of the ultimate success in the carrying out of the recommendations of this Study for the unified administration, the coordination and continuing allocation of functions rests upon his initiative, professional leadership, and sagacity that it is difficult to overestimate the significance of the role that he will play in the total enterprise. Indeed, it is difficult to see how the Board can discharge its duties and measure up to its opportunities to create a state program of higher education, regardless of the recommendations of this Study, without strong professional leadership in this office. The history of efforts to this end in Mississippi and other states supports the above statement.

The Executive Secretary should be a man possessing the following qualifications: He should be a professional educator of honesty and integrity, of broad experience and thorough education, with special graduate education in college administration. He should be a man of superior intelligence, vision, and judgment as demonstrated by leadership of the highest quality. He should be conscientious, considerate, and humane, a man whom the Board, the presidents, deans, and faculty members will readily trust. Cooperation with people should be easy for him. Finally, he should possess initiative and imagination and be unselfishly devoted to the development of higher education in Mississippi. He should be a man of broad understanding of educational backgrounds, able to see "the big, big and the little, little" in public affairs, a man of wide reading and knowledge of major trends in American education.

It will be the special duty of the Executive Secretary to represent the Board in the administration of the institutions through the presidents, deans, and faculties, and to represent the professional viewpoints of the presidents, deans, and faculties in dealing with the Board. It will be his duty also to speak for the Board on general professional matters affecting all the institutions. It is not contemplated that this official should be a super-president, nor that he should in any way take from the presidents any part of the status or recognition rightfully theirs. On the contrary, he should be a liaison officer who acts as a confidant, helper, and friend of all the presidents. It is not suggested that the presidents may not have direct access to the Board, but it is proposed that recommendations coming from a particular institution ought to be appraised by the Executive Secretary for impacts on other institutions and on the system as a whole.

There are two immediate duties of the Executive Secretary upon which may depend the ultimate success of the efforts of the Board of Trustees to co-ordinate the program of higher education in Mississippi.

First, in order to provide the information essential to the Board, not only in the formulation of an appropriate code and by-laws, but to provide legal and therefore authoritative precedent for the development of long-term organization, the Executive Secretary in cooperation with the School of Law of the University should survey, first, all statutes concerning the Board, the institutions, and the authority, powers, and duties thereof; also, resolutions of the Board of Trustees conferring authority, powers, and duties upon the administrative and executive officers in its employ. This survey should form the legal basis for the code of regulations and by-laws.

Second, he should work out the clarification and codification of the existing regulations and by-laws of the Board of Trustees of Institutions of Higher Learning and the formulation of a code of regulations and by-laws under which this body will operate. This code should set forth in a clear-cut and definitive form not only the legal authority of the Board but the powers and duties of the Board and its administrative officers, professional staff and other employees.

Too much emphasis cannot be placed upon the setting forth in printed form of all powers, duties, and authorities under which the Board and its personnel will operate. This code should be furnished to each Board member as a handbook for Board action. In doing this the Executive Secretary should prepare a card index by subjects and by institutions of the acts of the Board since 1932, and should then maintain this index on a continuing basis.

Certain specific powers and duties of the Executive Secretary can be stated now. Others will be revealed in the above study and by experience and should be made a part of the code and by-laws. The Executive Secretary should be the chief executive officer of the Board for general administration and for coordination and, as such, should perform all of the duties prescribed by the Board. Chief among them are:

1. To be informed of the best policies and practices in American higher education that he may act as a professional adviser and consultant to the Board
2. To initiate, organize, and direct continuous studies of the conditions and practices in the various institutions as they are concerned with the various areas of higher education in order to provide information concerning the changing needs of the state for higher education as bases for future planning and policy making
3. To assemble, analyze, and interpret the budgets and the regular and special reports of the institutions so as to make continually available in proper form general information and specific data upon which the Board may base its action.
4. To make such recommendations relating to the unified system of higher education as the facts and sound educational policy may indicate
5. To see that adopted policies are promptly and effectively put into action
6. To maintain continual contact with agencies concerned with higher education both within and outside the state.
7. To act as the convener and chairman of the Presidents' Council and of various research committees and advisory councils
8. To be responsible for preparing the agenda and keeping the minutes of the Board
9. To be responsible for the direction of the staff of the Board's central office
10. To perform the many routine but essential duties that are too time-consuming to be performed by the chairman and committees of the Board, such as arranging for accommodations, schedules, transmitting reports, and numerous others.

The Central Office Staff of the Executive Secretary

The Executive Secretary will require a small but excellent staff of professional specialists. It is contemplated that the very minimum staff would be first, a finance officer who would have direct responsibility for the coordination and continual supervision of budgetary procedure as well as other fiscal affairs. The supervision of budgetary procedure should include the central office budget as well as the uniform budgets of the several institutions.

Second, a practical supervisor of educational buildings is needed. This man should not be an architect to the exclusion of knowledge of school matters nor ought he to be a professional school man without experience in building affairs. Rather, he should be a man of experience and training of such a hard, practical nature in building construction as will qualify and dispose him to be of direct aid to the institutional superintendents of buildings and grounds. He should be qualified to inspect boilers, heating plants, plumbing, roofs, and be able to direct repairs on any part of the physical plants. He should be able to show painters, carpenters, firemen, sheet metal workers, and others exactly what ought to be done. Likewise, he ought to be able to do acceptable drafting, to prepare blue prints, make building estimates and appraisals, and supervise construction. He should have sufficient leadership to set up and hold summer conferences of college maintenance personnel on maintenance and supervision of institutional plants. The services and good offices of such an individual, so far from being onerous, would be in demand and he would be continually receiving requests from the institutions to come to their aid. It is certain such an all-round superintendent type of assistant in the Executive Secretary's office would be able to save the state thousands of dollars.

Third, a bookkeeper-stenographer of fine qualifications should be continued in this office.

Fourth, adequate stenographic services should be provided. The growing research activities in addition to the routine administrative duties of this office will make this essential.

Chapter II

PROBLEMS OF A UNIFIED PROGRAM OF HIGHER EDUCATION

Section a—MISSISSIPPI'S EFFORTS TO COORDINATE HIGHER EDUCATION

Mississippi has more higher educational institutions in proportion to population, and requires a greater effort in relation to its ability to pay for education, than do other Southern states. Thirty-four higher institutions, including junior and senior colleges, are located in Mississippi. Twenty-six of these institutions are for white students, and 8 are for Negroes. Of the 26 white institutions, 9 are senior colleges, 5 of which are state-supported, and 17 are junior colleges, of which 12 participate in state appropriations. At the present time, the following institutions are under the Board of Trustees of the Institutions of Higher Education:

The University of the State of Mississippi, established 1848
Mississippi State College (the land-grant college for white students; formerly Mississippi A. and M. College) established 1878
Mississippi State College for Women (formerly Industrial Institute and College) established 1884
Mississippi Southern College (formerly Mississippi State Teachers College) established 1910
Mississippi Delta State Teachers College, established 1924
Alcorn Agricultural and Mechanical College (the land-grant college for Negroes) established 1878
Jackson College, for Negro teachers, established 1877, acquired by the state in 1940.

For a period of approximately 100 years higher education in Mississippi has followed a traditional, conventional, cultural pattern, with little regard for the practical needs of the state as a whole. O'Shea, in his report on public education in Mississippi in 1926, says:

> It is unfortunate that the publicly-supported colleges and the University do not more generally than is usually the case, clearly define their major purpose as that of endeavoring to train the youth of the State to become efficient in the performance of tasks that most need to be accomplished in Mississippi at present.
>
> As a matter of fact, the State is assimilating only a small proportion of the graduates of its colleges and the University, and there is a continued exodus of young men and young women, trained in the higher institutions of the State, to neighboring and

> distant states. Meanwhile, though the state colleges and the University have been in operation a long time, the State is relatively undeveloped, and is lagging behind other states of the Union in physical, economic, civic, social, and intellectual well-being because its educated men and women are not interested in, or capable of developing the State's peculiar resources, and of working out a program of individual and civic life adapted to racial, climatic, and physiographic conditions. If the higher institutions do not modify their program in view of the special needs of Mississippi, it may easily happen that the State will be seriously drained of its superior young men and women, educating them for other states where they stand a chance of finding employment in line with their conventional type of education.[1]

The O'Shea report made little impression upon education in Mississippi, and through the intervening years the same general, traditional pattern of higher education has prevailed. Not enough consideration has been given to the needs of the people of the state for education of a practical kind. Each institution in the development of its program has disregarded the fact that in reality it is a part of a state-wide system of higher education. That is to say that each institution has followed a competitive plan of expansion which has resulted in wasteful and unnecessary duplication of educational effort.

The functions of each institution as set forth in the legislative act of establishment are often invoked as justification for this or that expansion. This ignores the realities of the present situation—namely, that whatever the stated purpose of establishment, the Legislature in 1912, in 1932, and in 1944 has repeatedly placed all the institutions under one board. If these acts mean anything, especially the last one which is based on the constitutional amendment of 1942, they mean that the people of the state want a unified, coordinated program of higher education, with one Board responsible for "all matters incident to the proper functioning of the institutions", which "shall have the power to make any adjustments they think necessary between the various departments and schools of any institution or between the different institutions." Section 14 of the Act of 1944 further provides that "all laws or parts of laws in conflict with the provisions of this act are hereby repealed."

In fine, the Board of Trustees has not only the obligation but the legal authority to adjust the functions and the operation of each and every institution as a part of a unified state system of higher education.

THE CAUSES AND EFFECTS OF LACK OF COORDINATION

The causes and evils of lack of coordination in higher education are not peculiar to Mississippi. McNeely[2] has listed the causes and effects of unnecessary duplication and lack of coordination in higher education. Application of McNeely's listings to conditions in Mississippi seems to the Study Staff to be suggestive if not entirely descriptive of conditions:

---

[1] O'Shea, M. V.: *Public Education in Mississippi,* Jackson Printing Company, Jackson, Mississippi, 1926.

Causes of duplication

1. Unnecessary expansion of individual institutions
2. Unwholesome competition among institutions
3. Pressure of local communities to expand institutions in their locality for selfish reasons
4. Failure of institutions to recognize the purposes for which they were created
5. Failure of institutions to limit their functions to the type of work which they are best equipped to perform
6. Failure of institutions to recognize the needs of the state and base their educational plans upon those needs

Effects of duplication

1. Little consideration of a state higher educational program as a whole
2. State's higher educational interests split into factions
3. Financial resources of the state for higher education too widely dispersed
4. Political maneuvering by individual institutions to secure larger appropriations
5. Maintenance at state expense of duplicating faculties, physical plants, equipment, and other facilities in some institutions
6. Mediocre and inferior quality of education in some institutions
7. Multiplying of academic departments and subject matter courses, resulting in small and expensive classes
8. Creating of oversupply of trained persons in some fields beyond the needs of the state
9. Overdevelopment of some branches of higher education and underdevelopment of others

Efforts of Mississippi to Deal with the Problem

Mississippi is largely a rural, agricultural state with low per capita wealth, and abnormal inequality of educational opportunity at all levels. The state cannot afford to provide unnecessary duplication of educational offerings and allow an uncoordinated program to continue and expand. The fact that it does now attempt to maintain an uncoordinated program of higher education on a more extensive basis than justifiable is widely recognized by state laymen and educators. Numerous letters and interviews support this statement.

Mississippi was one of the first states to attempt to coordinate higher education through the creation of a single board of control for all state-supported institutions. In 1910 the Legislature passed "an act creating one board of trustees to have charge of all higher educational institutions of the State." No provision was made for the Board to employ professional services to accomplish unified, coordinating administration, hence no over-all plan for higher education was ever worked out, although the necessity for it was clearly seen as is shown by the first report of this board to the Legislature. The chairman wrote:

---

[2] McNeely, John H.: "Duplication of State Higher Education", *School Life* 26: 20-21 (October, 1940)

> It frequently happens that the framers of a statute fail to grasp its full force and effect, and it is exceedingly doubtful if anyone connected with the passage of the Act creating this Board and imposing its duties upon a single Board of eight members for the University, and seven members for the other institutions who should take the place of four separate Boards, consisting of fifty members, fully appreciate the meaning and possibilities of such legislation.
>
> The history of statutes creating a single Board to take charge of all tax-supported higher educational institutions of the State, under whatever name such board may operate, is an interesting one and furnishes another illustration of American genius for government and business administration. The experiment has not been thoroughly tried out and has encountered strong opposition from very influential sources, and yet it has appealed to the legislators of several states as the most natural and business-like solution of the ever-recurring and perplexing question, "What is the best thing to do with our higher educational institutions?"
>
> As was to be expected, the idea underlying the plan has taken different forms in different states, but the central thought is to apply business methods to the administration of our educational institutions without militating against their individuality or efficiency, and to subject all of them to one general oversight with a view of harmonizing conflicting interests, coordinating the work done by them, and thus bringing about a more economical administration of our college affairs.[3]

Even then the necessity for over-all professional services was seen for in the same report the following recommendation was made:

> Nothing can be more certain than that if this plan is continued a general secretary of the Board will become a necessity in order to relieve the President of the Board of the enormous amount of work required of him, and to aid the Board in the discharge of its duties. The ideal secretary would be an educational expert who could fill the place of president of either of the institutions, and a man of sufficient business capacity to acceptably fill the place of any bank president in the State.[3]

---

[3] *First Biennial Report of the Board of Trustees of the Higher Educational Institutions to the Governor and Legislature of Mississippi.* Tucker Printing House, Jackson, Mississippi, 1912.

Yet recommendations of the Board were ignored, and when an additional institution was created in 1924 it was placed under a separate board of trustees. Not until 1932, twenty years after this report, was an executive secretary of the Board employed.

In 1932, the Board was reorganized and all state-supported institutions were again placed under a single Board of Trustees of State Insitutions of Higher Learning. The purposes of the Legislature as expressed and implied in the act creating the unit board in 1932, an act in harmony with sound business principles and educational policies, included specifically the following:

1. By creating a twelve year tenure for the members of the Board, and providing that the terms of three of the nine members expire every four years, the law seeks to eliminate partisan and political considerations in the control of higher education in the state.
2. By adjusting and correlating schools and departments within each institution, and by more clearly defining the functions of the separate institutions, it seeks to prevent unnecessary duplication of courses, and to provide higher educational opportunities for the citizens of Mississippi through a group of institutions each functioning efficiently and economically in its field as parts of the whole.
3. By the creation of one agency of control for the entire program of higher education, it should operate to prevent institutional rivalry, and to curb hurtful competition among the separate units of the state program.
4. To control and direct the use of lands, buildings, funds, records, books, and all other property belonging to the several institutions.
5. By the employment of a full-time executive secretary, provision is made to keep the Board informed on the problems of higher education and to give expert assistance in securing the information needed in working out the technical problems involved.
6. To create a central office through which to perform such functions as can be more economically and efficiently done for the institutions than by the institutions working separately.
7. To appoint the executive heads of the institutions, and to approve, on the recommendation of each executive, faculty members and other employees of the respective institutions, to allocate funds and functions to coordinate all activities, make and enforce policies, and to cooperate with all other educational boards and agencies with the view of making a harmonious program of public education from the kindergarten to the graduate school.
8. To manage the fiscal affairs of the higher institutions so as to keep within the legislative appropriation and to report biennially to the Legislature the manner in which all the provisions of the law have been followed.[4]

---

[4] *Biennial Report of the Board of Trustees of State Institutions of Higher Learning to the State Legislature.* Jackson, Mississippi, 1934-35.

THE SURVEY OF 1933

Soon after the organization of the unit board, the Division of Surveys and Field Studies of George Peabody College for Teachers was requested to make a survey of higher education in Mississippi. The purpose of the survey was to determine the bases for the allocation of functions and finances to the state-supported institutions. The general recommendations of the survey were:

1. The University of Mississippi should be made the primary educational institution of the state for all cultural-liberal and highly specialized academic undergraduate work, and for graduate work of all kinds, academic, professional, and technical, except as hereinafter noted. Its undergraduate, professional, or technical work should be restricted only by reason of the limitations of its student body, the limited need of the state for such professional and technical undergraduate education, and by the superior facilities of other state-supported institutions, due to their more specialized functions, equipment, and student bodies.

2. Mississippi State College, in view of its origin and its historic function, should be limited to undergraduate work in agriculture and engineering, to other undergraduate academic and professional work related thereto, and to such graduate work in agriculture and engineering as has to do primarily with practical and technological problems.

3. Alcorn Agricultural and Mechanical College, while it should limit its work in agriculture and engineering to the undergraduate level, should provide also, since it is the only higher institution supported by the state for the education of Negroes appropriate undergraduate liberal-college opportunities, and undertake the preparation of both elementary and high school teachers.

4. The Mississippi State College for Women should limit its activities to the liberal education of women on the undergraduate level, and should undertake only the professional and technical education of women, on this level, which the needs of the state require and for which women are particularly qualified, and which the numbers desiring such training justify.

5. The Mississippi State Teachers College at Hattiesburg should be an undergraduate institution, and should devote its energies and resources to the education of teachers.

6. The Delta State Teachers College should be an undergraduate institution, devoted to the education of teachers.

7. The Junior Colleges should continue instruction in agriculture, home economics, and commerce, begun in high school, but otherwise, with one exception, should limit their work to the usual lower division liberal-college studies. Selected junior colleges might well provide, with the approval of the State Department of Education,

> a one-and a two-year curriculum meeting the revised certification requirements for the preparation of elementary teachers.
>
> 8. There is a final consideration which is applicable, on the undergraduate level, to each and every state-supported institution of higher learning. Each school set up within an institution, each department, or each subject division is, on the undergraduate level, essentially a service school, department, or subject division. Disregard of this service function on the undergraduate level has resulted, in many instances, in an unnecessary number of small classes, and unnecessary expenditure of state funds.[5]

The survey also considered the administration of higher educational institutions and made the following recommendation:

> In our opinion, if a state-centered system of higher education with the unity implied, is to be attained, it will be attained through a single administrative officer of all higher institutions, acting as the executive officer of the board of higher education. Such a plan presupposes a president or vice-president of each higher education institution, responsible through its administrative head to all the board of higher education for the conduct and efficient administration of his particular institution.
>
> To enable such an officer to perform his duties, he should be provided at least with one expert educational assistant, one expert financial assistant, and with one or more secretarial assistants.
>
> With such an administrative officer as its executive, the board of higher education would not feel called upon to administer and manage directly the several institutions under its authority. It would become a policy-making body, holding its administrative officer responsible for the execution of its policies and for the efficient and economical administration of all the institutions under its jurisdiction.

The report of the survey was received by the board in 1933 and referred to the presidents for recommendations. The Board action reported in the *Biennial Report* was as follows:

> It is observed at once that some of the recommendations had been anticipated and put into effect; others were obviously correct and were promptly approved; while still others presented features of a more or less debatable aspect to which it appeared wisest to give further consideration before final action.
>
> As recommended by the survey staff the board approved as sound in principle and applicable to all institutions the Junior-Senior, or upper and lower division, college organization, and all executives

---

[5] *Report on Functions of State Institutions of Higher Learning in Mississippi*, Division of Surveys and Field Studies of George Peabody College for Teachers, Nashville, Tennessee, 1933.

accepted same with the understanding that it would be applied as rapidly as possible.[6]

The organization of each institution on an upper and lower division basis *was the only major change that resulted from the survey.* No actual allocation of functions was accomplished and no mention was made of the recommendation for centralized administration. Nor were any continuing professional studies authorized by the Board looking to the carrying out of the recommendations of their survey. If the Board had faced the issue, provided an overall administrative structure, and created a state system of higher education, coordination of higher education in Mississippi might have progressed more effectively. The fact that the Board did not take this important step has allowed the continued dispersion of the state's efforts and the prevention of the development of higher education on a basis comparable with that in certain other Southern states.

Section b—ALLOCATIONS

Historical statements in the preceding section show that since 1912 educational laymen of the state have sought to articulate, coordinate, and unify the offerings of the state-supported colleges for white students. Political interference and educational individualism, working jointly and separately, have contributed to the defeat of several well-intended efforts to establish a system of higher education in which each of the units would be a functioning part of an integrated whole. The price of allocation of functions is eternal vigilance on the part of the coordinating authority. The allocation of functions, in other words, is something to be continually worked at if it is to be achieved and maintained. The Board of Trustees has not heretofore had enough professional staff to enforce its directives and counteract the normal tendency of each college to build the program it envisions without regard for what the other institutions of the system may be doing. If the recommendations of this Study are adopted, the Board will have a professional staff to carry on its indispensable day-to-day work.

PROBLEMS IN ALLOCATIONS

It must be pointed out that even a determined Board and a competent professional staff will face hazards and frustrations in attempting to allocate functions exclusively to individual colleges. A well-rounded undergraduate program for the education of students as home-makers and citizens with rich offerings at each of the five colleges in English, history, government, economics, the fine arts, health, home economics, natural sciences, and the like is entirely justifiable. Indeed, as the first section of Chapter 5 shows in some detail, most of the colleges must strengthen their offerings to meet the life needs of students who are not majoring in a given field. In most departments this can be done without extra cost through eliminating specialized courses that are now offered more to satisfy the predilections of professors than to serve the needs of students. These courses usually attract from one to five students when they are scheduled. At the MSCW, for example, only two courses in home economics seem to be designed or offered to meet the needs of students who are not majoring in the subject for vocational purposes. These general or liberal education needs require the maintenance of duplicating departments in the five institutions which could be reduced 50 percent in a single university and still serve more students more adequately than existing programs can do. These duplications and overlappings are unavoidable concomitants of operating five physically separate plants, no matter how well their activities are coordinated.

---

[6] *Biennial Report of the Board of Trustees of State Insitutions of Higher Learning to the State Legislature*, Jackson, Mississippi, 1933

The allocation of functions between and among institutions is usually associated with occupational training for following specified vocations and professions. But it must be remembered that in Mississippi and elsewhere education for a job is also largely an undergraduate task. In addition to a fairly common base of general life-needs education, a student simply majors (that is, takes 24 to 36 semester hours) in agriculture, business, engineering, education, home economics, nursing, occupational therapy, and the like and is licensed or otherwise authorized to enter on his occupational duties. Some allocation can be made at this level but it requires a determination of the department or departments in a field which separately or jointly shall be permitted to prepare candidates for specified occupations, and which shall give only general education plus supporting courses to buttress or round out major offerings. The best we have done to effect certain economies to date through restricting certain departments is to offer only a minor (12 to 18 semester hours). At one time professional educators were convinced that the preparation of teachers could be allocated to certain schools that were to train elementary or high school teachers exclusively. The distinction proved to be artificial and this conception of allocation has been abandoned. Indeed it is now commonly recognized that except in specialized fields such as agriculture, fine arts, home economics, and industrial arts, it would be unwise to deny any one of the five colleges the right to prepare high school teachers. With modest offerings in the professional field of education any one of them has sufficient general and specialized courses in biology, the physical sciences, the social sciences, and the humanities to qualify a student for high school teaching. Most of the colleges are also competent to prepare students for many non-teaching occupations and for pre-professional work in law, medicine, social work, and in other professions.

Despite the difficulty of securing a genuine allocation to a single college of the system of a particular function, it can and should be done wherever and whenever it is feasible. For example, if the Board decides to train nurses, occupational therapists, and medical and health technicians, as part of an undergraduate program of preparing youths to meet the health needs of Mississippi, such curricula should be established only at the University where medical and clinical facilities are presumed to be available. The same reasoning would place chemical, petroleum, civil, and all other engineering programs of undergraduate or graduate level at the State College. Chapter 7, which deals with graduate study and research, makes a number of specific recommendations for the allocation of graduate work between the University and State College; these recommendations need not be repeated here.

It is in the nether land between programs that can and those that cannot be allocated that the Board will face its most crucial problems in furthering coordination through allocations. The difficulties are illustrated by the Study Staff's recommendation that the School of Business and Industry at State College be merged with the School of Commerce and Business Administration at the University. To the uninitiated the decision is simple: In terms of its total financial obligations the State of Mississippi cannot support two schools of business; it badly needs one outstanding school. The University has the best array of supporting departments for such a school and needs it as a connecting link with the economic life of the state in the same way that State College needs its research and experiment stations and its extension services to keep it in touch with the agricultural and industrial life of Mississippi. Therefore, so the argument goes, all work in commerce and business should be allocated to the University.

A closer examination reveals a more complex situation. A considerable part of the instruction in the School of Business and Industry at State College is done in such supporting or service departments as English, economics, education, government, history, sociology, et cetera. Most of these offerings would have to be maintained to provide general education and service courses for students in agriculture, engineering and science—even if the School of Business and Industry were discontinued. Nearly one-fourth of the courses in the departments of accounting and business administration also serve the needs of students enrolled in the other schools. What the allocation amounts to in substance then is the transfer to the University of two or three members of the department, along with advance undergraduate courses and the exclusive right to conduct graduate instruction, research, and service in the field when and as they can be developed.

The recommendation made in Chapter 7 for transferring to the University certain phases of the work of the School of Education at

State College is bedeviled by circumstances similar to those that surround allocations between the two schools of business. In addition such allocations call for administrative reorganizations of major importance. For example, at State College the recommended allocations in business and education would appear to call for a reduction of these schools to divisions or departments. This in turn makes feasible a consolidation of the two divisions with the School of Sciences to form an integrated School of Arts and Sciences. General life-needs courses are now divided among the three schools. To illustrate, English is budgeted in the School of Science, history in the School of Education, and government in the School of Business and Industry. If the re-organization recommended in Chapter 8 is effected the education of State College students as citizens, consumers, and homemakers should be greatly strengthened.

RECOMMENDED ALLOCATIONS

The Study Staff believes that the allocation of functions between and within the colleges is merely *one* of the ways the Board of Trustees should use in coordinating and unifying the programs of the institutions for which it is responsible. Nevertheless the Staff believes that full use should be made of this device, and it urges additional study to discover how the system of higher education may make further improvements or effect economies through additional allocations. In the meantime, the Study Staff recommends the following allocations and suggests that the Presidents' Council and the Board's professional staff be directed to work out the details of a specific plan for the Board's consideration and approval:

(1) That graduate study and research be allocated to the University and State College according to recommendations detailed in Chapter 7.

(2) That civil engineering, chemical engineering, general engineering, and all other engineering work now given at the University be allocated to State College, and that the transfer be made at as early a date as details can be agreed upon.

(3) That all phases of business administration now given at State College which are not service courses essential to fields of work authorized to be given, be allocated to the University and transferred there when and as the details of a specific plan are approved by the Board. It is further recommended that the School of Business and Industry be made a division or department of a School of Arts and Sciences which is recommended in Chapter 8.

(4) That instruction and research in geology and petroleum engineering (when developed), together with the

activities of the State Geologist, be allocated to State College. The transfer should be made at as early a date as a detailed plan can be agreed upon.

(5) That graduate work in home economics be allocated to State College when detailed plans are developed in keeping with recommendation in Chapter 7.

(6) That Mississippi State College for Women be encouraged to continue its program for high school librarians to enable them to meet Southern Association standards; that Mississippi Southern strengthen its program for this purpose; that the University begin such a program, and at some later date when staff and facilities can be provided the Board should consider establishing a library school.

(7) That Mississippi State College should be authorized and encouraged to extend and strengthen its offerings in veterinary science, poultry husbandry, and forestry. But it is not recommended that separate schools of veterinary medicine and forestry be established; both the expenses of establishing and operating full fledged schools, and limited employment opportunities in the state, indicate that such facilities should be available on a regional basis.

(8) When funds and facilities are available, it is recommended that the Board give consideration to establishing at the University programs in social work, collegiate nursing, and occupational therapy.

Heretofore institutional leaders who were aggressive and foresighted have expanded programs or initiated new ones without authorization from the Board. This practice will defeat any policy of allocations or other efforts to secure and maintain coordination. It is recommended:

(9) That the Board require proposals for expansion (whether they require local, state or federal funds) to be studied by the Presidents' Council and its professional staff and that only such of their recommendations as it approves shall be undertaken.

COORDINATION THAT DOES NOT REQUIRE ALLOCATION

As has already been indicated, the allocation of functions by the Board is only one way of articulating the offerings of the five institutions. Indeed, it is the conviction of the Study Staff that more unity of program to prevent undesirable overlapping can be secured through a series of inter-institutional coordinating committees which work as policy forming and recommending bodies—with the Executive Secretary of the Board acting as convener and presiding officer.

The Board should determine from time to time on professional advice what inter-institutional committees are needed to secure and maintain coordinated work in the several areas in which more than one college has a stake. For the present it is recommended:

(10) That a Council consisting of the presidents be continued to develop over-all inter-institutional policies which will be recommended to the Board, to develop and recommend a consolidated budget to the Board, and to undertake such other allocating and coordinating activities as the Board may assign to it. This Council shall consider the reports of all other inter-institutional committees and transmit them with its recommendations to the Board. The Executive Secretary of the Board shall be the convener and presiding officer of the Council.

(11) That, as is recommended in Chapter 7, there shall be an inter-institutional council to develop policies for coordinating graduate work. The Executive Secretary of the Board shall be the convener and presiding officer of the Council.

(12) That, as is recommended in Chapter 5, there shall be an inter-institutional committee to develop policies for coordinating a statewide program of general education for social and civic effectiveness.

(13) That there shall be an inter-institutional committee to articulate undergraduate work in home economics of the five institutions supporting the proposed program (see Chapter 7) of graduate work in home economics. The Executive Secretary of the Board shall be the convener and presiding officer.

(14) That there shall be an inter-institutional committee on teacher education which also shall include two members of the State Department of Education who are responsible for the supervision of elementary and of high schools. The Executive Secretary of the Board shall be the convener and presiding officer.

(15) There shall be an inter-institutional committee on summer school policies which shall develop an articulated plan of summer work to be carried out at the several institutions with regularly budgeted funds, as is recommended in Chapter 12 on business administration of the colleges.

(16) There shall be an inter-institutional committee to develop policies for coordinating the general extension activities of the colleges. The director of instruction of the State Department of Education shall be a member of this committee to represent the in-service education interests of teachers. The Executive Secretary of the

Board shall be the convener and presiding officer of the committee. (Succeeding paragraphs elaborate the functions of this and other committees that have been proposed.)

After the Board has adopted a plan for the areas with which a committee has dealt it shall be administered by the regular administrative organization of the Board and the individual colleges. In other words, the committees are policy making and advisory bodies on administration and program but are not in themselves administrative entities. The Executive Secretary shall represent the Board in securing a competent administration of policies, and the president of each college shall use such administrative officers as he and his faculty shall determine (of course subject to Board approval). It is expected, however, that the inter-institutional policy and advisory committees shall continuously conduct studies and review the operation of policies in order to maintain and improve the coordination that has been secured.

The committee on general extension work faces a particularly difficult task. Each college should be encouraged to keep its program related to the life needs of Mississippians, and there is no better way for the faculty to keep abreast of these demands than through going into the highways and by-ways of the state to render service in the fields that are represented in its campus specializations. No institution should be cut off from life-giving contacts with the people in the areas of its special competency, (i.e., the special functions allocated to it), and no institution should be permitted to offer services in fields in which it is not especially competent. This conception of extension service includes far more than off-campus classes and correspondence courses; indeed, these two services should in time become minor ones. Extension courses for teachers, for example, should in time take the form of competent teachers from the colleges going out to a community and working with the elementary and high school teachers on their actual problems of providing a better quality of public school education. This experience plus bringing public school teachers to the campus to participate in shaping preservice teacher education programs will undoubtedly bring a salutary modification to college programs for the education of teachers. Sociologists, economists, and others concerned with the better utilization of human resources should be encouraged to work with communities in planning improvements in such areas as recreation, religious education, health, libraries and other non-teaching cultural agencies, and in other movements calculated to advance human welfare. In other words, so far as limited finances permit, general extension work should do for the communities it touches what Federally supported agricultural extension work does for the farmer and his family and for the business men closely associated with agricultural enterprises.

Even though State College has full responsibility for agricultural extension work, it, like any other one of the colleges, should engage in general extension work in fields where it has a special competency; for example, engineering and other industrial development. Since the education of teachers is a function shared in by all the colleges, the provision of in-service subjects and other services for them has produced most of the friction between institutions on extension activities. It is in this area that the inter-institutional committee will need to work first. Program and administrative policies will have to be developed to stop the excessive competition which unloosed a Pandora's box of educational evils. These involve matters of supplementing instructors' regular salaries, the quality of instruction offered, the nature and amount of credit given, and the like. Without presuming to outline the inter-institutional committee's work, the Study Staff suggests that it give consideration to a determination of the competencies of the different faculties to provide instructional and other services that are needed, to devising a plan to prevent duplication of similar services in a given geographical area, and to making extension work part of the normal load of instructors who engage in it—which in turn means that salary is not dependent on enrollments and that revenues received accrue to the instructional budget of the college.

COORDINATION WITH OTHER EDUCATIONAL AGENCIES

No matter how well the Board may coordinate and unify the programs of the seven institutions under its control, it must find ways of relating the work of the white and Negro institutions in the system to offerings of the public, private, and church-related colleges of Mississippi. The taxsupported junior colleges of the state are doing a significant amount of lower divisional and terminal course work, and in at least three instances they are close enough geographically to colleges in the system to affect the lower-division work the two types of colleges should offer. The solution lies in some kind of a voluntary coordinating arrangement. It is even possible that some of these adjacent junior colleges would welcome an invitation from the Board to become affiliated with its system of colleges. The private and church-related colleges do a commendable service in educating a share of the state's citizens; this service is recognized through certain tax exemptions accorded them and through a certification of their graduates to teach in the public schools. State-wide planning of education for all the citizens of Mississippi requires that machinery be devised for the voluntary participation of these institutions in the formation of educational policies which affect their own welfare, and that of Mississippians who attend them. The need for relating the work of private and church-related Negro colleges of the state to that now being developed at Alcorn and Jackson colleges is equally great. Coordination at the state-wide level also calls for representation of the State Department of Education which is the employer of the majority of all students who graduate from college in Mississippi or complete enough work to be certified as teachers.

The Study Staff, therefore, recommends:

(17) That the Board of Trustees (through its Executive Secretary) take the lead in forming a voluntary council that shall include directly or indirectly representatives from the groups of educational agencies enumerated in the above paragraph.

Among the items that should engage the attention of this Council might be devising means for improving the articulation among high schools, junior colleges and lower divisions of senior colleges, between junior and senior colleges, and between undergraduate and graduate work in the state.

Another item of common interest would be devising a unified plan for all types of colleges of the state by which they may secure from the Federal Surplus Property Board surplus war materials of use to educational institutions.

Another common problem is how to meet most effectively the educational and training needs of veterans and war workers who return to school and college full time or part time.

A final suggestion of common interest that such a Council might explore is how to secure assistance from Federal funds for plant expansions if the government institutes its expected post-war public works program. All state supported members of the Council will also be interested in devising an effective cooperative procedure for working with the State Building Commission.

There should be a periodic check-up by an outside agency to see what allocations, such as the Board has determined, are being adhered to. Just as reference is made to the minutes by an auditor to ascertain if there is requisite general authority for an expenditure, so this agency will refer to the minutes to see if there is due authorization for new expansions, new departments, and new schools.

PROPOSAL FOR A CONSOLIDATED UNIVERSITY

The Study Staff now proposes another way to secure the articulation and coordination that would provide a unified program of higher education for Mississippi. It calls for a consolidation of the University, State College, and State College for Women on a new campus in Jackson. At first thought it may seem a bold but impractical proposal because of the large investment in the three existing plants. Many leaders say now that the consolidation was feasible as late as 1928 but they admit that they did not think so then. In terms of the State's tax income it may be easier now to finance the capital outlay which consolidation would require than it would have been in 1928. Let us at least hear the case for securing through consolidation most of the benefits the Board desires.

First in such a proposal is of course the cost factor. The present valuation placed on the three college plants approximates $8,000,000. The recommendations for repairing, fire-proofing, replacing, and expanding the plants of the three institutions call for an outlay of $6,000,000, and most of it is given a priority of urgent or imperative. In addition there is a proposal to devote $5,000,000 to capital outlay for hospital, nursing, and perhaps medical school facilities. If the two sums—$11,000,000—were expended for a plant on a well chosen site in or near Jackson in terms of a university that might be 25 years in the building, it is likely that in such a period the outlay and operating cost for a consolidated university would be no greater than the sum that is likely to be spent in developing and maintaining the three separate plants. With the state free of debt and having a $25,000,000 surplus in the treasury it is not fanciful to think of its investing ten to fifteen million dollars immediately in a university plant. With tax income from oil and gas alone aggregating $1,250,000 a year to supplement the sales, income, and other regular tax income there is no reason to assume that the state will not be able to provide current support for an enlarged and enriched consolidated university.

What would be accomplished that cannot be secured through allocations and other means of securing articulation and coordination of programs on existing campuses? Perhaps the most important of all, the new location would uproot the traditions of competitive separateness and remove the necessity of trying to unify three physically separate programs that have grown up under very different traditions and motivating forces. In the second place, a consolidated university would make possible a Chancellor as a single and fully responsible administrative head of the system. As the system now stands the Executive Secretary is not and should not be the chief administrative officer of the Board; rather he is the agent of the Board and such power as he has is only secondarily his own—indeed, his effectiveness as a coordinator is limited to the professional influence he exerts and to his skill as convener, referee, and presiding officer. In the third place, for the same expenditure for support a richer and more extensive undergraduate, professional, technical and graduate program could be provided. And with the improved transportation facilities that will be available after the war, the university would be in easy reach of more people than would be true if the three units were maintained at their present locations.

In short, if the Board should see the vision of the possibilities in this proposal they undoubtedly would be joined by many of the leading citizens of the state in urging the consolidation. Letters on file at the Board's headquarters from leading citizens of Mississippi in almost every business and industry indicate that a substantial number would be ready to second the Board's leadership in proposing such a program to the Legislature. They believe that the state is at another flood tide in its financial affairs and that if higher education takes this tide at its crest it will lead on to a University *par excellence* within the twelve-year period some members of the present Board are appointed to serve. What greater monument could the first constitutional Board bequeath to its state than to render such a statesmanlike account of its stewardship?

If such a program were undertaken it of course could not be completed in one fell swoop. It would take six to ten years to move all the major units of the three colleges to the new site. After maturing the outlines of a plan for which it would stand the Board would have to establish a priority list of units which would first be established on the new site. Perhaps it might be begun with the medical center, the law school, a central administrative unit, and so on until the agricultural college was transplanted. In the meantime the Board would have to make some disposition of the plants being evacuated. As it knows from deliberating on what to do with the present Alcorn College plant in case the Negro land-grant college is moved elsewhere, such decisions are not quickly reached or easily justified to the special and general public concerned.

The Study Staff does not urge that the Board undertake a program to establish a consolidated university. It does, however, feel that it would be remiss in its duties if it did not point out this excellent way of achieving most of the things the Board and the people of Mississippi so earnestly desire.

Chapter III

FACTORS CONDITIONING HIGHER EDUCATION IN MISSISSIPPI

In an attempt to set forth the factors that condition higher education in Mississippi, the out-of-state consultants were requested at the close of the study period to put their impressions into a terse statement. It is hoped that these impressions will provide clear and impartial views of the major conditioning factors to be kept in mind by the Board and the institutions in the development of a state-wide program of higher education. Naturally, they deal with and emphasize matters discussed in other chapters of the Study. The major conditioning factors are, in the order of frequency of mention by consultants:

1. The financial ability of Mississippi to support a program of public education
2. The influence of partisan politics
3. The need for coordination within the state's program of higher education
4. The need for voluntary coordination of the state's program of higher education with that of the junior colleges and private colleges
5. Public understanding of the state's program of higher education
6. The influence of tradition on education
7. The lack of a unified state program of teacher education and certification
8. The lack of articulation of higher education with secondary education
9. The influence of a dual system of education
10. The quality of educational leadership
11. Faculty conceptions of the functions of higher education
12. The influence of employment opportunities
13. Organization and administration of institutions
14. The influence of the war

Certain of these factors may be considered as far more basic than others; and there are some overlappings and interrelations. The frequency of mention by consultants may not be an indication of the degree of importance of the factor in its influence on higher education in Mississippi, but it is doubtless indicative of its presence as a factor. Most of the factors have to be considered from several aspects. One aspect is the favorable and unfavorable influence of a factor on higher education. Another is that some factors no longer perceptibly active have exerted powerful influence in the past, while others not previously felt are now potential.

1. *Financial Ability of Mississippi to Support a Program of Public Education*

The financial ability of a state is one of the most fundamental conditioning factors of education at all levels. The frequency of mention of it by consultants is evidence that it is a major conditioning influence on higher education in Mississippi.

That Mississippi has been relatively poor in its ability to support education for a long period of time is sufficiently well-known to preclude need for documentation here. But with the treasury surplus that has developed during the war, with the rising industrialization of some portions of the state, with the large current income from growing oil production and with potentials envisioned now by state leaders, Mississippi is not to be the "have-not" state she has been through the years.

In the judgment of the Study Staff, the state has sufficient present and potential income sources to enable her to build and maintain a first class system of higher education for both whites and Negroes; but ways will have to be found to bring this about. Mississippi must spend ultimately three times what she now spends if she is to provide higher education of the highest quality. And this does not include expenditures for types of education not heretofore provided, such as four-year medical and dental schools and extension of agricultural and mechanical education. Neither does it contemplate that this increased expenditure should be made at the expense of the public elementary and secondary schools. Realizing that the development of a system of superior higher education is futile without a strong foundation of public elementary and secondary education, the Board of Trustees of the Institutions of Higher Learning should be equally interested in the strengthening of public education at all levels.

Although Mississippi may not be able to invest in higher education in amounts possible in some other states, her climate, soil, mineral resources, forests, and above all the quality of her people combine to make resources which can support institutions of higher education on a quality basis. It is the degree of wisdom that is exercised in the use of basic resources that will ultimately decide Mississippi's ability to support higher education. The willingness and determination of the people to provide superior opportunities must go with ability. It is a definite Board responsibility to make the state aware of the importance of higher education and research as an investment.

2. *The Influence of Partisan Politics*

For too long partisan politics has been a determining factor in higher education in Mississippi. That the results have been only detrimental is evidenced by the fact that the people of the state have expressed their displeasure finally and emphatically. The creation of a Board of Trustees for higher education institutions by constitutional amendment ratified by an overwhelming majority of the voters reflects the people's determination to stabilize the administration and control of the university and colleges on a non-political basis. There is no question that the vast majority of Mississippi's citizens want the higher education institutions to be strong, to have constructive influence upon life in the state, and to serve appropriately and effectively all citizens who have the ability and the ambition to prepare for leadership through higher education.

3. *The Need for Coordination within the State's Program of Higher Education*

The task that has been set for Mississippi's program of higher education is of great import to the quality of life open to all citizens of the state. This task is as challenging as it is great. It becomes the responsibility of the institutions to appraise their programs and the total state program in terms of appropriateness to all of the needs of the state that can be served by them. These needs can be safely determined only through joint study on the part of the several faculties and the lay leaders. In the face of so large and so vital a task, with financial resources limited, it is obvious that all resources must be pooled in support of common interests and goals. This requires that the ambitions of single institutions be subordinated to the larger interests of the unified program of instruction, service, and research of a state-wide character. This does not mean that interests in the welfare of individual institutions must be ignored, but it does mean that a state-wide program must be developed, and the contributions that each institution can best make to this program must receive attention.

4. *Need for Voluntary Coordination of the State's Program of Higher Education with that of the Junior Colleges and Private Colleges*

The Board must find combinations of official and voluntary means for planning and working with junior colleges and the higher education institutions outside of Board control (Chapter 6). The objective should be the coordination and articulation of all post-high-school education for the benefit of all citizens of the state.

5. *Public Understanding of the State's Program of Higher Education*

Increasing numbers of people in the state are becoming aware of the spiritual, moral, social, and economic benefits which higher education can contribute to the advancement of a people. Should the majority of people of Mississippi realize that one sure path to progress lies in the maximum development of the potentialities of the state's superior youth, there would be no question of the moral and economic support of her higher institutions. Higher education must constantly demonstrate its value to the people of the state. Those responsible for higher education in Mississippi must accept such responsibility to the people as an important function.

Public misconceptions that hamper the program, like the notion that college is a place where young people go to have a good time; that professors work only fifteen hours a week, and the like, must be replaced by true conceptions.

6. *The Influence of Tradition on Education*

The influence of tradition on education appears to have been a powerful factor in Mississippi no less than in many other states. Some academic traditions are essential even in this era and should be cherished and preserved. Others are stumbling blocks to progress and should be removed, even if the process causes individuals temporary uneasiness.

In the past Mississippi has, at times, been among the pioneer states in breaking with tradition in higher education. Reference is made here to the establishment in the eighties of State College as the Mississippi Agricultural and Mechanical College, and of MSCW as the Mississippi Industrial Institute and College, as well as to other notable events in the state's educational history.

The members of the Study Staff are of the opinion that many citizens and many of the professional personnel are at this time tremendously interested in developing the functional aspects of higher education. The numerous demands, conveyed in letters, conversations, and public statements, for the extension of educational services are evidences of this.

Thoughtful re-examination of the traditional curriculums and objectives of the college by citizens and by faculty members can result only in the acceptance by the institutions of appropriate functions and the development of curriculums adapted to the varied needs of the state. This can and should be done without prejudice to general liberal arts education "for social and civic effectiveness."

7. *Lack of a Unified State Program of Teacher Education and Certification*

The Legislature delegates the administration of teacher certification to the State Department of Education, but reserves to itself the setting of requirements. Thus the Board of Trustees, though responsible for a large part of teacher education, is deprived of any control it might wish to exercise in the matters of regulating teacher supply to meet demand, or of adjusting upward the legal qualifications of teachers to express and closely underlie the minimum level of general, professional, and specialized education desirable and attainable by a sufficient number of prospective teachers. Furthermore, the Board has no control over the public and private junior colleges, or the private four-year colleges, all of which prepare teachers for the public schools.

In the absence of unified legal control over teacher education and certification, the Board of Trustees of Institutions of Higher Learning has the responsibility of developing voluntary cooperation among the various institutions and authorities under which teacher education and certification are operative.

8. *Lack of Articulation of Higher Education with Secondary Education*

The division of teaching and learning into different levels has been a disintegrating influence in the program of education in this country. The separateness of the levels of education seems to have been unduly emphasized in Mississippi with resulting competition and waste in effort and expenditure. The educational journey of youth should be a continuous and expanding experience with each stage leading directly into the next or into life with no artificial barriers raised. The trend toward the education of all youth demands that the barriers of demarcation between elementary school and high school, and between high school and post-high-school education be eliminated, that all youth shall have opportunity and guidance to enable them, without interruption, to reach the highest justifiable level of preparation for life. In the interest of economy, efficiency, and progress, education in Mississippi through cooperative arrangements should eventually become more of a continuous and unified process.

9. *The Influence of a Dual System of Education*

The fact that Mississippi like other Southern states must maintain two systems of higher education, one for whites and one for Negroes, is an important conditioning factor. Additional cost in thought, planning, time, money, and all the elements that go into higher education is involved. This duality of educational support is equally a burden in the elementary and secondary grades and is a conditioning factor in all public education in the state. Since more than half of the population of Mississippi has been very poor, without taxable property, and has contributed very little to the support of the state, Mississippi has not been able to compete on an equitable basis with states less burdened with large Negro populations. Yet better education for Negroes and an adequate supply of qualified Negro teachers, the greatest need of the Negro population, will require more, better, and larger institutions for their preparation. The Board should strive to make both the citizens of the state and the people outside the South aware of the great burden that Mississippi bears. The differences in nature and level of college education required should be made evident as a conditioning factor, else the actions of the Board in the field of Negro education may not be fully understood either within or outside the state.

10. *The Quality of Educational Leadership*

Judging from the competent use made by Mississippi educators of extremely limited means, and the progress made despite limited resources, there is able educational leadership in Mississippi. Yet rarely is there sufficient leadership in any state, and it is evident that Mississippi needs to find additional educational leaders as well as further develop in leaders already on the campuses a broad conception as to what the institutions can do to meet the state's needs. Active, fearless, persistent leadership will produce results in any organization or institution; and the stronger the leadership, the better the results. The Board itself cannot do directly the things that will make the system of higher education outstanding. It must select professional personnel that is both able and willing to lead out on new paths of education to the benefit of the state. The Board must be willing to maintain in the institutions, even at the cost of double the salaries that are now being paid, able, far-sighted, vigorous and pioneering leaders who will conceive and perpetuate vital and realistic programs.

11. *Faculty Conception of the Functions of Higher Education*

Some faculty members seem to conceive of the transmission of the cultural heritage as their only function. Moreover, they tend to become specialists interested only in narrow segments of the culture and see little relationship between their own fields and others, and between their teaching and the realities of life. This attitude contributes heavily to the separation of higher education from the life of the state and results in misunderstandings by the people. The Board should expect the faculties of each institution to realize, define, and follow clearly stated institutional objectives in keeping with the opportunities of a state system of higher education. This will take time and must be accomplished largely through those leaders presently on the campuses plus carefully selected new leaders to be brought in whenever vacancies occur.

12. *The Influence of Employment Opportunities*

The human resources of Mississippi are her greatest asset. The citizen becomes a greater asset, socially and economically, if he can be taught or otherwise enabled to produce goods or render services to the maximum of his abilities. Wisely directed, education becomes a powerful instrument to this end.

For too long Mississippi has been prodigal in the dispersion of human resources as well as natural resources. This idea seems uppermost in the minds of many leaders.

The higher education institutions are continually being asked to be aware of their responsibility to educate the youth of Mississippi for personal and social usefulness within the state. It appears that too little organized effort by citizens has been devoted to discovery of employment opportunities within the state and too little attention given by educators to educational offerings appropriate to state needs. The private colleges and the junior colleges also have been apathetic. It is the responsibility of the Board and the institutions to cause studies to be made of present and probable future employment opportunities for college trained youth and to direct the inclusion of appropriate areas of training in addition to, or as substitutes for, training in those in which the state offers few employment opportunities.

13. *Organization and Administration of the Institutions*

If Mississippi is to achieve a position of strength in Southern education, it must be understood in no uncertain terms that election to a position in any educational institution will be on the basis of merit. This is basic in developing superior educational opportunities. Equally important is the need to improve educational and operational efficiency in every possible way. This factor is discussed in several other chapters of the Study.

14. *The Influence of the War*

Higher education has always suffered under the impact of war. Previous wars have left their wounds. The present conflict has disturbed many phases of higher education. Foremost has been the effect of severely reduced enrollments. Then there has been the loss of vigorous faculty members to the armed forces and the erosion of those left behind caused by accelerated programs. Yet the effects of the war need not all be harmful. In fact, discriminating use can be made of certain educational methods developed under war pressure by educators and others in the armed forces and by civilian war-workers. The inclination to return to pre-war ways of doing things must be restrained by some comprehension of the education needed for the age of atomic power. It is a definite responsibility of the Board of Trustees of Institutions of Higher Learning to influence post-war planning of higher education toward taking into account all the educational facilities in relationship to evolving needs. The Board should be sure of informing the people of the state of the importance of the relationship of educational planning to all post-war planning on state-wide, nation-wide and world-wide bases.

Chapter IV

BASIC GUIDING PRINCIPLES

MEETING THE STATE'S NEEDS

Sound evaluation of a state's provision for higher education must include periodic examination into the purposes and functions set for education in the state and continuous appraisal of the effectiveness of all facilities and activities devoted to realization of these purposes and functions. Periodic examination of educational purposes and functions is necessary to insure their soundness. Appraisal of facilities and activities insures their being an efficient means of achieving the desired purposes and functions. It therefore seems proper that from time to time the people of a state reaffirm or reformulate its educational goals and take stock of the facilities, functions, and services directed to these ends. Thus in a very real sense the present study of higher education is not a terminal operation—rather it is a point in continuing evaluation and planning of the state's program of education.

Reflections of the true purposes and functions of higher education in Mississippi are to be found in such sources as the legal authorizations of the several institutions of higher education, official reports and statements from these institutions, in the statements of citizens, and in the pronouncements of educational leaders. The true sources of educational purposes and functions are to be found in the lives of people within the state. The official statements of the purposes of Mississippi's institutions of higher education apparently recognize this source of educational purpose and function. For example, the provision of learning that leads toward economic, social, intellectual, and cultural advancement of the citizenship and of the state; the provision of an environment which stimulates the physical, intellectual, social, and spiritual development and growth; provision for the liberal, civic, social, and vocational education of youth; and the preparation of teachers for the state's public schools are included among the purposes and functions listed by the colleges and the University. Similar statements are to be found in the legislation authorizing the institutions and in the statements of many prominent citizens of the state. Thus there is apparently common agreement that the personal, economic and social needs of the people are to be served through the state's program of higher education. The higher institutions stand as a reservoir of knowledge, teaching, and research services, but a reservoir which, as stated by one institution, has been too little tapped and used by the citizens of the state.

This agreement upon the true function of the state's higher institutions raises two basic questions. First, what are the needs of people within the state? and second, how can these needs be met? The first of these questions may be profitably examined by recalling that the needs of people generally or collectively are, in reality, the composite of the needs of individuals together with the complexities that arise from this pooling of needs. In charting educational directions, therefore, it is helpful to identify the needs of the individual citizen and then to reason how these needs can be served by our educational institutions. This procedure is usually more profitable for purposes of planning an educational program than to reason from the "general needs" of people in a state.

It can safely be said that each citizen of the state needs and must attain a satisfactory physical life, a satisfactory personal life, and a satisfactory life with others, if he is to play a constructive part in the life of the state. Good health, food, clothing, and shelter make for a satisfactory physical life. The possession of knowledge adequate to understand the environment, freedom from want and fear, the feeling of accomplishment, and stable moral and ethical guides to action enter into a satisfactory personal life. A satisfactory life with others involves a quality of social, economic, and political intercourse among men that makes for the common good of all.

The well-being of people, in the matters first enumerated, is inexorably and intimately associated with the forces and materials of their environment. There is increasing evidence that people will regard education, beyond a minimum of learning in reading, writing, and arithmetic, as a luxury rather than as a necessity unless it deals forthrightly with this association. Many of the social and economic problems that confront us today have been caused in no small part by violations of good practices in the use of our basic resources, both human and material. Our soil has been poorly managed, the health of our people has not received enough systematic attention, farming practices have lagged behind scientific knowledge, expediency rather than careful social planning has too largely controlled the uses of our forests, minerals, agricultural products, and industrial opportunities. In short, the essential unity of man with man, and of man with his environment has been violated or, at least, its emphasis has been neglected in our economic, social, and educational programs.

Mississippi's human and material resources have been catalogued at numerous points in the publications of state agencies and in the detailed studies of her economic and social life made by state officials and by members of the faculties of her institutions of higher education. The extent of her forests, mineral deposits, productive soils, power resources, industrial opportunities, cultural advantages, and the character of her people have all been inventoried and commented upon. The resultant composite picture of the state's resources is impressive. Yet, running through these studies and reports as a discordant note is the opinion that the life actually experienced by many of Mississippi's citizens is not commensurate in quality with the resources available in support of a satisfactory economic, social, and cultural life for all citizens of the state. The attainment of such a life is of such importance that it might well become the ultimate goal jointly sought by all the people of the state and by all its public agencies. It is the principal purpose in the following paragraphs of this section of the report to examine into the role that the higher institutions can properly play in bettering the quality of life to be found in Mississippi.

Current educational programs which seriously undertake improvement of the quality of life attainable by our people are marked by a return to the fundamental considerations recited above. The people engaged in these programs recognize and seek to emphasize the unity of man and his environment. The philosophy underlying these programs seems to assume that man's activities—his control and use of basic environmental factors—are necessarily governed by the operation of fundamental principles and natural laws over which he has little, perhaps no, control. This concept or philosophy has been set forth by lay and educational groups under the phrase "resource-use education."

WHAT IS RESOURCE-USE EDUCATION?

Since the term resource-use education has only recently appeared in educational literature it may be well in the following paragraphs to explore in more detail some of the meanings attached to this term, together with the implications of these meanings for the planning of an educational program which aims to make maximum contributions to the welfare of its supporting state. As used by some groups, the term refers to formalized instruction in the basic resources of a state or nation, and the uses to which these resources can be put. Other educational groups apparently use the term to designate the formal instruction that is, or should be given, in such courses as geology, geography, chemistry, forestry, soils, mineralogy, and similar courses which deal with the nature and management of our material resources. Some would expand this definition to include courses which deal with our human resources. This concept of resource-use education is at times still further expanded to include formal instruction in the uses that "ought" to be made of our human and material resources. Apparently this latter concept of resource-use education implies that the proper use of our resources is known and that this should be taught in our schools, colleges, and to all members of our adult society.

A few educators interpret resource-use education as including instruction in the nature and importance of the cycles of energy and material transformations which are in continuous operation in the physical and biological world together with the relation of these cycles to the welfare of man. A corollary to this concept of resource-use education should be mentioned. It involves not only instruction in these cyclic phenomena and relationships but, in addition, takes into account the ways that the ends sought through this instruction can most probably be achieved. Here it is assumed that we learn what we live. Consequently, it is reasoned that if resource-use is to be learned, it must be lived or experienced by the learner. In other words, it is reasoned that the student or the adult who is being taught the nature and appropriate uses of our human and material resources must, in addition to receiving formal instruction, take part in studies and programs which will in and of themselves bring about good use of these resources. The advocates of this concept of resource-use education would apparently not be satisfied with merely formal instruction pertaining to our resources and their proper use, but would seek to supplement such instruction with practical experience in programs which are themselves designed to improve present uses of all our resources.

The apparent great diversity of the accepted meanings of resource-use education implies more divergence in the ultimate goals sought through such education than is borne out by consideration of the full statements of resource-use education that have been issued by educational and lay organizations. As a matter of fact, there appears to be a very considerable amount of agreement in the ultimate ends sought through resource-use education however it is defined. The motivating and ultimate purpose held by all groups interested in this phase of an educational program seems to be that of contributing to the basic welfare of the economic, social, and political life of the state and nation. This, of course, is one of the oldest and most widely accepted purposes of education. There is probably no public school or state-supported educational institution which does not include among its purposes that of bettering the quality of life to be found in its supporting state. In any case, as has been pointed out, such is the stated purpose of Mississippi's higher institutions of learning. Thus it appears that if there are differences of opinion concerning the place of resource-use education in a total program of education, they are not to be found so much in the ultimate educational goals sought as in the means of achieving these goals. Some seek to achieve these goals largely through formal instruction in well-established subject matters. Others seek to achieve these same goals by supplementing formal instruction with experience in practical enterprises which are themselves designed to improve the quality of living through sound use of basic resources.

EDUCATION CANNOT WITHDRAW

Our experience during the past three decades with the severe social and economic dislocation arising from booms, depressions, and war have demonstrated the fact that an educational program that serves its supporting society cannot successfully withdraw from that society and seek to establish its security in past cultures. There is a growing conviction on the part of educators that the instructional and research phase of educational programs must move more into the day-to-day life and problems of the people. We have also learned that there is an undesirable gap between the results of instruction and research findings and the application of these results to the betterment of conditions which these activities are designed to serve. To lessen this gap—to bring education and research into more intimate association with the lives of the people to be served—to insure a better quality of living as the result of our educational programs —the formal or liberal and the practical or vocational phases of our educational programs must be brought into their proper relationship.

The more thoughtful educator does not admit any essential dualism in purpose or function between liberal and practical education. In our state-supported institutions of higher education, there is an increasing recognition of the supplemental value that each of these phases of an educational program might possess. Resource-use education is one point, perhaps an essential one, at which these phases of a well-rounded educational program can be integrated. As has been said, there are to be found in the reports of the higher institutions of Mississippi statements of function and purpose which imply a recognition of their responsibility to include in their programs emphasis upon the wise use of the human and material resources of the state. Indeed it may be said that the entire program of certain divisions of these institutions is based upon this assumption. The activity of the institutions in such matters as crop improvement, soil management, forestry practice, and conservation programs are cases in point. The health and recreational programs, rural life conferences, conferences for the study and improvement of living conditions in the schools, homes, and communities, cooperative arrangements and collaboration with state departments and political subdivisions of the state are further evidences of the institutions' recognition of their obligation to enter into the social, economic, and political life of the state. Most, if not all, of the higher institutions, to judge by the content of their reports, recognize their obligation to serve as a reservoir of leadership, expert knowledge, and service to the people of the state. The principal factors which retard the institutions in the extension of their programs and services in these directions seem to be the limitations of imagination, adherence to conventional procedures, and lack of available resources. In view of this apparent belief on the part of the higher institutions that their proper function includes programs, services, and enterprises which are designed to improve the use of material and human resources in the state, it may be profitable to explore the implications of this belief for the long-range planning of their educational programs.

These implications can be developed best by an enumeration of some aspects or functions of the general role that the higher institutions might properly play in bettering the uses made of human and material resources. Once these aspects or functions are identified, the specific forms of this role that are appropriate to the functions and facilities of each of the several institutions can then be developed. Details of this latter step can be done only by the administration and faculty of each institution.

BRIDGING THE GAP BETWEEN KNOWLEDGE AND PRACTICE

One of these functions of state-supported colleges and universities in the matter of resource-use education is that of bridging the gap between knowledge and practice. The accumulated knowledge of what can and what should be done with basic resources is translated into common practices with a slowness that retards the achievement of goals that such knowledge makes possible. As a consequence the quality of life lags too far behind that attainable if accumulated knowledge were translated into practice. If this function is seriously reexamined and undertaken by our higher institutions, much can be learned from their previous experiences with this problem. For example, the Morrill Acts and the Smith-Lever Act were in support not only of the teaching of subject matters but also were especially designed to implement "their application in the industries of life." If the experience that has been thus gained through efforts to implement these acts is analyzed, it will be seen that there is evidence to support the conclusion that presentation of information, if it is desired to influence daily behavior and practice of people, should be supplemented with instruction in the application of this information to daily affairs. But it has also been found that, for best results, this instruction in the application of knowledge must be supplemented by direct practice of the application. And finally it has been learned that if the learner can be drawn into active part in this process from beginning to end, improved practice is more likely to result. These experiences and conclusions are perhaps most clear in the field of agriculture. The fact that in this field special funds have been placed in support of efforts to bring scientific knowledge and conventional practice into closer agreement probably accounts for much of the progress that has been made.

It can not, of course, be reasoned that the problem of bringing theory into accepted practice in other fields is identical with that in the case of agriculture and industry. Hence it does not follow that methods developed in one field can be taken over and copied by workers in other fields. But similarities do exist and what is learned of methods in one field suggests methods appropriate to other fields. If workers in the several fields will systematically exchange experiences and suggestions much progress will be made in getting the theory and use of our resources into closer agreement.

ACTION PROGRAMS NEEDED

Other functions of our colleges and universities in resource-use education can be realized by their formulating and conducting projects and enterprises which are specifically designed to better the uses of basic resources. Action programs to supplement teaching and instruction are needed. Such programs, formulated in cooperation with the people and agencies concerned, would serve to demonstrate sound resource-use and would also provide the opportunity for testing and practice of the general principles set forth in the instructional program. The knowledge, technical skills, and the tools of research available at the colleges and universities are among the resources that can be drawn upon to establish such programs.

The beginnings of such programs have already been made and should be expanded to include new fields. The nature of some forms that such programs can take is illustrated by those now sponsored by Mississippi's educational institutions. Programs that have as their immediate purpose better treatment and use of soils, improved farming practices, disease-resistant plants, scientific handling of the forest crop, development of new uses of mineral resources, and the general practice of modern methods of food processing and preservation suggest the potential forms that such projects might take. The resources represented by college and university specialists in political science, education, the arts, and the humanities could be utilized in programs aimed directly at the betterment of the phases of life closely related to these fields. As such programs are undertaken it would become the obvious responsibility of the colleges and universities to plan them in a joint, coordinated fashion rather than as isolated projects. Since there is an essential unity in the life of people, its improvement should not be approached in a piecemeal fashion through a number of separate programs unrelated with respect to each other. The institutions might well give careful consideration to a practical means by which such programs would receive over-all planning and design.

HUMAN RESOURCES

A final general function of our institutions of higher learning in a general program of resource-use education should be mentioned. This function has to do with the greatest of all resources—those that lie in the people themselves. It would seem an especially certain responsibility of our colleges and universities to be concerned with the fullest possible development and utilization of human resources. There is always the easy tendency to become preoccupied with the development and use of material resources, with production programs, with crops and animals, with machines and with the sale of goods. That these considerations are important has already been stated and needs no further emphasis. What should be emphasized is the fact that the material and economic do not comprise an abundant life no matter how fully they may be developed. The physical, mental, and moral well-being of people are equally important—perhaps of first importance. Good physical and mental health has long been an avowed cardinal objective of our educational programs. But achievement of this objective has not been satisfactorily realized. Health and health education programs are dealt with at another point in this report and the directions that college and university programs should take in order to meet better the health needs of students and adults are fully described. But at this point it should be emphasized that the health and physical comfort of people is a basic and a prior consideration to that of their economic status. Much more can be done to bring about a more satisfactory health status of students and adults generally.

The cultural life of rural areas is admittedly frugal. The limitations of farm life in this connection are well known. The cultural resources of our higher institutions can and should be diffused over the state. Local history, music, and folklore can be developed by the people themselves if some assistance is supplied by the institutions. Projects should be organized to bring about improvement in this area.

By way of summary it may be said that resource-use education, as interpreted here, does not point to a new purpose of education. It does, however, underline the need and critical importance of a renewed emphasis upon old and well-established educational purposes. In addition, it suggests reexamination of the means through which our educational programs seek to achieve these purposes. It is suggested that conventional instruction and conventional subject matter courses need supplementing with projects and action programs which will carry present knowledge over into practice to make for a better quality of living for all people within the service area of our institutions of higher education. Education in this way will produce the kinds of results which people will value and hence will support. At the same time it will insure the basis—the only basis—of this support. Contribution to the quality of personal, social, and economic life within the state might well be the criterion for evaluating the education programs, plant investments, accounting systems, allocation of functions, and program directions discussed in subsequent sections of this report.

Continuation of the Study and Some Possible Courses of Action

In general, the Study and its continuation have been directed toward the ultimate goal of mobilizing all resources of the higher institutions—plant facilities, equipment, services, and faculty resources—

and organizing them to meet effectively the educational needs of the state. The character of some of the steps suggested above, which are later delineated and documented in subsequent sections of this report is such that they can be accomplished in a relatively short time with but a minimum of additional study and cooperative planning. But other critically important steps will involve continued study, planning, and experimentation conducted by the Board, the administrative officers of the several institutions, and the faculties. The following suggestions are among the provisions that may be made to facilitate such continued institutional and inter-institutional study:

1. The authorization of inter-institutional faculty committees to conduct continuing studies with such purposes as identifying educational needs, devising and trying out programs for meeting them, and reporting results.

2. The authorization of an inter-institutional Research Council for the design of a comprehensive, state-wide program of research to promote the rise of human and material resources for the betterment of the quality of life within the state.

3. The authorization of an inter-institutional committee for the design and conduct of projects which will bring accumulated knowledge into the common practice of people.

4. The development of ways and means through which joint planning of educational programs can be carried on by the higher institutions and other educational groups within the state.

5. The provision of appropriate means of continuing the determination of educational functions and their allocations among the higher institutions.[1]

---

[1] Some of these are stated more definitely in the Section on Allocations.

Chapter V, Section a

ARTS AND SCIENCES IN THE LOWER AND UPPER DIVISIONS

In the view of the Study Staff, education for social and civic effectiveness is not something apart from other aspects of education. It is looked upon as a vital but neglected part of the preparation for a career or vocation. It is not something to be achieved exclusively by specified courses in the first two years of college. Major contributions should be expected from library and health services discussed in this chapter, and from the student personnel program and other extra-curriculum experiences recommended in other chapters of the report. More important than any one course or service, however, is the observance in all courses of the philosophy and principles set forth in Chapter 4.

GENERAL OR LIBERAL EDUCATION

In looking over catalogs of colleges for which the Board is responsible, one wonders what principles have governed the selection of courses calculated to increase the social and civic usefulness of students. Some courses seem to represent compromises between pressure groups of the faculty and others the predilection of individuals. Indeed, it is doubtful if courses with general education objectives exist in some curriculums. The Study Staff recognizes, to be sure, that its cursory examination of courses was not sufficient to indicate the extent to which they contribute to social and civic usefulness. Such a judgment requires a detailed knowledge of the content, the ability and personality of the teacher, the methods of teaching, and the nature of reports, tests, and examinations used. Its inability to make a considered judgment illustrates why, in Chapter 8, the Study Staff recommends the creation of college-wide and inter-institutional committees to study curriculum problems.

Committees responsible for planning education for increasing social and civic efficiency will find *A Design for General Education*, (American Council on Education, Washington, D. C., 1944), and *General Education in a Free Society* (Harvard University, Cambridge, Mass.), useful in their work. The former proposes the following ten objectives for general education and outlines fourteen courses calculated to promote a student's growth in the direction of achieving them:

1. To improve and maintain his own health and take his share of responsibility for protecting the health of others

2. To communicate through his own language in writing and speaking at the level of expression adequate to the needs of educated people
3. To attain a sound emotional and social adjustment through the enjoyment of a wide range of social relationships and the experience of working cooperatively with others
4. To think through the problems and to gain the basic orientation that will better enable him to make a satisfactory family and marital adjustment
5. To do his part as an active and intelligent citizen in dealing with the interrelated social, economic, and political problems of American life and in solving the problems of postwar international reconstruction
6. To act in the light of an understanding of the natural phenomena in his environment in its implications for human society and human welfare, to use scientific methods in the solution of his problems, and to employ useful nonverbal methods of thought and communication
7. To find self-expression in literature and to share through literature man's experience and his motivating ideas and ideals
8. To find a means of self-expression in music and in the various visual arts and crafts, and to understand and appreciate art and music as reflections both of individual experience and of social patterns and movements
9. To practice clear and integrated thinking about the meaning and value of life
10. To choose a vocation that will make optimum use of his talents and enable him to make an appropriate contribution to the needs of society

From a survey of the general outcome, it may seem that the committee omitted one of the most important aims of general education, i. e., the ability to think rigorously and critically. The committee took the position, however, that this ability should be developed and applied as an integral aspect of the learning process throughout the educational program. The knowledge, skills, abilities, and attitudes involved in critical and reflective thinking should be emphasized as the necessary tools for the analysis and solution of problems in all fields.

The fourteen courses outlined in *A Design for General Education* are: Personal and Community Health; Oral and Written Communication; Problems of Social Adjustment; Development of American Thought and Institutions; Marriage and Family Adjustment; Problems of American Life; America in International Affairs; Science: Biological and Physical; Literature; Form and Function of Art in Society; Music in Relation to Human Experience; Philosophy and Religion; The Meaning and Value of Life; Vocational Orientation. To conserve space and because the details are more a concern of the faculties than of the Board, the superb outlines of what these courses should include are omitted.

Pattern of the Present Curriculums

In Mississippi as in colleges elsewhere, the student is saddled with a system of one "major" and one or two "minors" which even when satisfied may give him inadequate preparation for a vocation or for his duties as a citizen and homemaker. Organized knowledge in our complex society has been narrowly departmentalized and the majors and minors are commonly limited to work in three of many small departments. Often additional work in the three selected departments is required because of *prerequisites* set for the courses that may be counted towards the major or minors. The vested interests of a department or interlocking departments rather than the needs and purposes of an individual student too often determine the nature and scope of what he studies. It is suggested that existing curriculum patterns be replaced by others designed to prepare the student for both the civic and vocational duties of his chosen occupation, without regard for whether he concentrates in one or more departments.

As at present constituted, most instructional departments aim only to serve major or minor students and depend for their existence on so doing. It is exceptional for a department to offer more than one or two courses for other students, and their own majors usually are not permitted to take these courses. For example, students are not permitted to count survey courses in the natural sciences toward the credits required for a major. It is generally conceded that many of the courses in home economics are ideal for furthering the life needs of women students, regardless of the specific vocation they expect to enter. This is recognized in the general education program at the University, but at the State College for Women only two lower-division and two upper-division courses in home economics are open to women who are not majoring in this field. The home economics department here also operates both course and laboratory work in child growth and development but it is not open to the hundreds of girls not majoring in home economics, who are the future teachers and homemakers of Mississippi. The contrast in the use to which the offerings in home economics are put in these two colleges is only for the purpose of illustrating a situation that prevails in many of the departments in all of the colleges.

In the field of music, general or cultural education is hindered by the major-minor situation just described and, in addition, is practically estopped by prohibitive fees that are charged for courses. Apparently the state is not willing to support music to the extent that it does art, health, science and other fields. The result is that only a few financially independent students can take music, and they are circumscribed by an odd arrangement that requires the taking of as many hours in theory as in applied music. Most of the institutions have one lone course in music appreciation and State College has none in this or any other aspect of music aside from practical work offered to band members. Surely the general education of every Mississippian enrolled in the institutions of higher education should include an opportunity for some firsthand experiences in learning something of the form and function of art and music in human experience and in everyday American life. The same holds for an opportunity to become acquainted with the meaning given to life through a study of ethics and philosophy, and religion. The opportunity for these experiences should be developed as an integrated part of a whole curriculum that prepares one to begin all the major duties of his chosen career. The Study Staff therefore recommends:

1. That there be developed in each college a program of general education extending through the four years, which is clearly designed to help students acquire the common understandings, insights, attitudes, and appreciations that college-trained men and women should possess as individuals and as citizens in a democratic society.

This will require an examination of existing courses in terms of agreed-upon objectives, and the provision of new courses to fill the gaps not now being met by reorienting existing courses. The proposed program will require an articulation of course content with related experiences in the high school, and with cognate activities going on simultaneously in courses given for purposes of vocational specialization. Such a program will require departmental staffs to take a different and an expanding view of their functions, and the Study Staff recognizes that this is a long-time process. It does not expect the Board to force these changes; rather it expects that it will establish machinery through which the several faculties can work and that it will sustain them as they work. Changes that are genuine are dependent on the insight and attitude of the faculty, and these can be developed only through an extended cooperative effort.

Chapter V, Section b

LIBRARIES AND LIBRARY SERVICES

INTRODUCTION

Within recent years the college library has frequently been referred to as "the heart of the college." However hackneyed this catchphrase may now be, no one denies that it has served well the purpose of redirecting attention from single text-book teaching by focusing ever-increasing emphasis upon the use of numerous source materials available in a good library in the instructional program. Moreover, the phrase speaks eloquently the philosophy of those who believe that the only true education is, after all, self-education.

Today the good college teacher knows that his responsibility no longer consists of a thrice-a-week spoonfeeding of his charges from a class manual, workbook, or "adopted" text. He has considered carefully the interweaving and overlapping of the many areas of learning and is mindful of the impact one may have upon another. He believes, too, that the parading of isolated truths one after another in circus fashion is not sincere pedagogy, that only as he is able to instruct in the great art of synthesizing knowledge, of balancing truth against truth, of making wisdom function—in short, that only as he is capable of making his students do their own thinking is he a good teacher. Someone has wisely described good teaching as but communicable ardor, the fervent wish to convey to others the best that has been said and thought in the world. Such desire must oddly be premised upon a selfish eagerness to give freely of one's own knowledge and, more important, upon an enthusiastic willingness to point beyond, to the outmost bound of human thought.

This attitude toward teaching has placed an added responsibility upon the college library. No longer is it an ossuary. Overnight it has become a workshop, a laboratory, a beehive of activity where all manner of educational aids may be employed to strengthen and supplement the college program. Whereas its function was once wholly depositary, it now is the center of a concentric circle whose outer rings extend to the remotest corners of the state. Its stock in trade is not only the book, but the book, plus maps, charts, photographs, films, exhibits, music, records, and practically every other visual and auditory aid to education. Moreover the library has become, as one college president has stated, "the coordinating center of the institution . . . a place of emanation, not simply one of impingement, . . . a place from which ideas which call for action should radiate to the departments of instruction, not simply a place where ideas originating with the departments should converge."[1]

---

[1] McConnell, W. J., "The College President Looks at the College Library," *School and Society*, LII, 188 (September 14, 1940).

These aims of the library, manifold as they are, are necessarily dependent upon and tightly enmeshed with the aims of the college of which it is a part. Consequently, effectiveness of the library may be measured by the degree to which its program is integrated with the organization, administration, and support of the institution as a whole. As has been suggested, the primary function of the college library is the fortification and vitalizing of instruction. But aside from this the library has responsibilities which go beyond the curriculum to include, in all their phases, both recreation and research. Hence, any limitation set upon the library reflects at once upon the entire college community. It is needless to suppose that the educational program can grow strong if its library is choked off as a thing apart.

The achievement of effective integration of the library with the teaching processes depends upon the intelligent cooperation of the college administrator, teacher, and librarian. Each has specific duties to perform and each bears his share of the responsibility, for perhaps more than any other division of the modern college the library reflects the philosophy as well as the coordinated efforts of all.

Because the library is in this modern and broad sense "the heart of the college", it should be accorded considerable attention in any college educational study. Its status must be examined from various vantage points and, once the analysis is completed, it should be compared with other similar studies and be evaluated in the light of generally accepted standards. As an outgrowth of this method normally come recommendations for immediate improvement or long-time future development.

The following report on the libraries of the state-controlled institutions of Mississippi is designed to adhere to this pattern of approach.

This study of the libraries of the institutions of higher learning of Mississippi was begun early in February, 1945, when a schedule of forms and questionnaires was sent to each of the colleges. Shortly thereafter, the consultant made a personal visit to each institution at which time the information already gathered was examined in detail with the librarian and members of the administrative and faculty staffs. In addition to the library buildings, the book collections and catalogs were inspected and some of the more difficult problems of library administration and organization were discussed with library personnel.

A brief overview of the library situation at the seven institutions in Mississippi follows:

UNIVERSITY OF MISSISSIPPI

During the ten-year period, 1934-35—1943-44, the annual enrollment of the University has averaged 1,275. The University is co-educational, offers graduate degrees, and operates Schools of Law and Medicine.

The library contains 101,464 volumes. The majority of these are housed in a Carnegie-financed building, erected in 1911 at a cost of $60,000. The annual library budget for the past seven years, 1937-38—1943-44, for which records are available, has averaged $23,986.90; and an average staff of 5.2 librarians has been employed.

MISSISSIPPI STATE COLLEGE

During the ten-year period, 1934-35—1943-44, the annual enrollment at State has averaged 1,843. The college is co-educational, offers graduate degrees, and has affiliated with it the State Experiment Station, the State Plant Board, and the State Agricultural Extension Division.

The library contains 90,437 volumes. It is housed on the third floor of the Biology Building. The annual library budget for the past ten years has averaged $13,710.84; and an average staff of two librarians has been employed, excluding the personnel in the above-mentioned affiliated agencies.

MISSISSIPPI STATE COLLEGE FOR WOMEN

During the ten-year period, 1934-35—1943-44, the annual enrollment of MSCW has averaged 1,036. The college offers no graduate degrees.

The library contains 59,375 volumes. It is housed in a separate building, the John Clayton Fant Memorial Library, which was erected in 1930 at a cost of $93,000, including equipment. The annual library budget for the last ten years has averaged $14,569.76, and an average staff of 2.85 librarians has been employed.

MISSISSIPPI SOUTHERN COLLEGE

During the ten-year period, 1934-35—1943-44, the annual enrollment of Southern has averaged 672. The college is co-educational and offers no graduate degrees.

It is housed in a separate building. The total annual library budget for the past ten years has averaged $5,273.34, and an average staff of one librarian has been employed.

DELTA STATE TEACHERS COLLEGE

Delta State Teachers College was established in 1924 in the heart of the Mississippi Delta in Cleveland. During the ten-year period, 1934-35—1943-44, the annual enrollment of Delta State has averaged 319. The college is co-educational and offers no advanced degrees.

The library contains 19,735 volumes. It is housed in a separate building, the Roberts Memorial Library, which was erected in 1937 at a cost of $85,000, including equipment. The total annual library budget for the past ten years has averaged $5,780.02, and an average staff of two librarians has been employed.

ALCORN AGRICULTURAL AND MECHANICAL COLLEGE

During the ten-year period, 1934-35—1943-44, the annual enrollment of Alcorn has averaged 321.9. The college is co-educational and offers no graduate degrees.

The library contains 13,905 volumes. It is housed on the second floor of Bowles Hall, a classroom building. The total annual library budget for the past ten years has averaged $4,896.03, and an average annual staff of one librarian has been employed.

JACKSON COLLEGE FOR NEGRO TEACHERS

Jackson College for Negro Teachers, located in the City of Jackson, was owned and operated as a private institution until 1940, at which time it became the property of the state. During the four years, 1940-41—1943-44, for which records are available, the annual enrollment has averaged 144.5. The college is co-educational, offers no graduate degrees and is devoted to the education of Negro teachers.

The library contains 4,825 volumes. It is housed on the first floor of the Social Science Building. The total annual library budget for the past four years has averaged $3,274.41, and an average staff of 1.2 librarians has been employed.

FINANCIAL SUPPORT

At least twelve studies of wide scope and accepted authority have been made in very recent years to determine the optimum expenditure for libraries in institutions of higher learning. On the basis of these, it is recommended that the minimum expenditure for a senior college or university library program should be from $20 to $25 per student enrolled.

On this basis the particular story for each institution is not good. Had the minimum standard expenditure per student been reached, the University of Mississippi with an average enrollment of 1,275.9 for the past ten years should have spent an annual average of $25,518 on libraries. Actually it did spend an annual average of $23,987 including a special grant of $55,000 from the General Education Board. Mississippi State College with an average enrollment of 1,843.2 over the ten-year period should have spent on its library an average of $36,864 annually. It did spend an annual average of $13,711. This of course does not include expenditures for departmental libraries scattered over the campus. Mississippi State College for Women has had an average enrollment of 1,036 over the ten-year period. On the basis of $20 per student, its average annual expenditure for the library should have been $20,720. Actually it averaged $14,569 including a special grant from a foundation. The average enrollment over the ten-year period at Mississippi Southern has been 672.5. On the $20 per student basis, its library expenditure should have been $13,450. This college did spend an annual average of $5,273 on its library. At Delta State Teachers College where the enrollment has averaged 319 over the ten-year period, an annual average of $6,380 should have been expended on the library under the standard being used. Actually Delta State Teachers College spent $5,780 annual average during this period. With an average enrollment of 321 over the ten-year period, Alcorn College should have expended $6,540 on its library at $20 per student. Actually an annual average of $4,986 was spent. The average enrollment for Jackson College for its four years of existence has been 144.5. On the $20 per student basis, $2,890 should have been spent on its library. Actually this college spent for library purposes an annual average of $3,275. These enrollment figures do not include summer school enrollments for any of the institutions.

An over-all examination of the financial expenditures for libraries by the seven institutions of higher learning in Mississippi reveals that only one has devoted to its library the recommended minimum expenditure of $20 per student enrolled. Some have fallen far below the minimum.

One college has a staff of adequate size according to accepted standards. Each of the other libraries lacks from 2 to 7.3 librarians of having a staff of the size necessary for efficient service. Only one college (Jackson) has increased its library staff in the proper ratio to the increase in instructors and students. The libraries lag behind those of other Southern states in number of volumes, number of professional librarians, and expenditures. The total number of volumes in the libraries of Mississippi's seven state-controlled educational institutions is 317,188. This is fewer books than are found in any one of these Southern university libraries—Texas, Duke-North Carolina, Peabody, Vanderbilt, Virginia, Tulane, Louisiana, or Kentucky.

The libraries of the seven institutions are in urgent need of immediate financial help for both materials and personnel. This is a cardinal, imperative need of every one of the Mississippi institutions of higher learning.

USE OF THE LIBRARIES

Measuring the use made of books is the most difficult phase of library work. Several methods have been tried but none has yet proved entirely adequate. Libraries differ considerably as to physical arrangements, the keeping of records, open stacks or closed stacks, and in the ease of access of materials to students and teachers. Furthermore, a borrowed book does not necessarily mean a book read. Acknowledging these difficulties, it must be concluded that the determining of the exact use made of the library book collections is almost impossible. Librarians usually resort to the simple counting of the number of books that go out of the building on one- or two-week loans, and the number used in connection with specific courses, commonly referred to as "books on reserve." From such circulation totals the "use" of a library is generally reckoned.

Several authoritative studies have been made to determine the extent to which libraries are used by college students and faculty members. These studies have been based on actual circulation statistics from university and college libraries throughout the nation. The general conclusion to be drawn from these studies is that for students only the average withdrawal from the general library collection is between 12 and 19 books per academic year, and for students and faculty the average is between 25.1 and 28.4. The reserve book circulation which includes student withdrawals only averages between 43.3 and 55.5 books each per academic year.

Table I shows the average annual use of the libraries in Mississippi's educational institutions for the ten years ending 1943-44. Examination of this table reveals that at six of the institutions, all except Delta State Teacher College, the general circulation was far below the standard, the range being from 3.7 at Jackson College to 17.3 at Mississippi State College for Women.

TABLE I

Average annual use of libraries in Mississippi's institutions for 10 years ending 1943-44 (as reported by college librarians)

Institution	Average total withdrawals per faculty member and student	Average reserve book circulation per student
University of Mississippi	13.72	21.2
Mississippi State College	7.1[1]	3.6[1]
MSCW	17.3	55.6
Mississippi Southern	14.2	3.4
Delta State Teachers Col.	73.9	[2]
Alcorn A. & M. College	17.1	7.1
Jackson College[3]	3.7	93.2
Average for colleges in a number of library studies	25.1 to 28.4	43.3 to 55.5

[1] These figures do not include departmental libraries.
[2] This figure is included in reading room circulation.
[3] Includes years 1940-41—1943-44 only.

Delta State Teachers College's 73.9 books per patron is extremely high principally because the library kept no separate reserve figures, reporting all circulation in general.

The circulation statistics reported by the seven libraries show that an average of 8,328 teachers and students on the seven campuses withdrew annually over a ten-year period only 15.7 books each from the libraries for outside use. This is less than one volume every three weeks throughout the year or only 7.85 books per semester of college work.

Table I also reveals that reserve book circulation in five of the seven institutions over the ten-year period has been little better than the general circulation. Mississippi State College for Women's 55.6 books per student is almost identical with the upper limit of the accepted standard practices in reserve withdrawals. Jackson's 93.2 average is fantastically high and it is reported for a three-year period only. The University's 21.2 average is less than one-half the standard while Mississippi State's 3.6, Mississippi Southern's 3.4, and Alcorn's 7.1 books per student are far below any standard of measurement, but these figures do not include departmental libraries where no records are kept.

The reasons for the failure of these libraries to put more books into the hands of their patrons may be many and complex. The book collections may be too limited or poorly selected; many needed volumes may be lacking; catalogs to guide patrons to books may be incomplete or poorly organized; librarians, busy with clerical duties, may not have time to serve as advisers; teachers may be failing to insist upon a wide use of books in their courses; and there are doubtless other reasons. In any case, the circulation desks are not the focal points of contact between patrons and books.

Libraries should not be mere storehouses for books. Emphasis should be put on making more and more materials readily accessible to all users. Books are good for nothing if not used.

It is obvious that students and teachers in the educational institutions of Mississippi make far too little use of their libraries. Of the possible reasons for this condition this writer believes that judging from his studies of other states at least four are contributory: (1) too much emphasis on textbook teaching and too little on integrating the libraries with instructional programs; (2) inadequate book collections; (3) too few professionally trained librarians; (4) a tendency on the part of administrators, teachers, and librarians to fail to recognize the efficacy of books in the learning process.

LIBRARY HOLDINGS

Table II shows the average annual growth of the libraries in Mississippi's state-supported educational institutions for the ten-year period of 1934-35—1943-44 and the total volumes held in each library at the end of that period. The University of Mississippi and Mississippi State College for Women with their foundation grants have shown the greatest growth during that period. Although the seven libraries have increased their holdings 80 per cent in the decade, none of them yet hold a very enviable position when compared with other American college libraries for the several kinds of institutions being studied.

One authority in the field of library work has compiled data on 100 colleges and universities, 30 teachers' colleges and 84 junior colleges in the Southeastern region to show the expenditures and sizes of the college libraries in this area. If these data are divided into quartiles and the expenditures for library purposes in the Mississippi institutions compared therewith, it is found that the University of Mississippi, Mississippi State, and Mississippi State College for Women rank roughly about half the average for the lowest quartile in the region. Their book collections also approximate half of the lowest quartile in the region. The expenditures and book holdings at Mississippi Southern and Delta State Teachers College compare with the average of the third quartile of this distribution. Alcorn's library expenditure compares with the average of the third quartile, but its book collection is below the average of the fourth quartile. Jackson College falls in the lowest quartile in both expenditures and holdings. Thus, it may be seen that Mississippi's libraries occupy an unfavor-

TABLE II

Library growth in Mississippi institutions for years 1934-35 through 1943-44 and number of volumes at end of fiscal year 1943-44

Institution	Average number volumes added yearly, 1934-35—1943-44	Total Volumes end of fiscal year 1943-44
University of Mississippi	4,986	101,464
Mississippi State College	2,389	73,669[1]
Miss. State College for Women	2,727	59,375
Mississippi Southern College	989	27,447
Delta State Teachers College	580	19,735
Alcorn A. & M. College	900	13,905
Jackson College	756[2]	4,825

[1] The departmental libraries contain an additional 16,768 volumes, making a total of 90,437.

[2] Includes year 1940-41—1943-44 only.

able position when compared to other libraries in the Southeastern region, a region which compares unfavorably with all other regions in the country.

Table III shows the status of the Mississippi library holdings with regard to reference books, periodicals, general reading, and newspapers when measured by standards established by the North Central Association, Southern Association, and the publication *Good Reading*. It will be noted that the highest percentage of North Central Association reference books (55 per cent) is shared by Mississippi State and Mississippi State College for Women with the University following closely with 53 percent. The lowest percentage (14 per cent) is held by Delta State Teachers College. Measured by the Southern Association List of Essential Titles, Mississippi State and Mississippi State College for Women again lead in reference book holdings, with Jackson College the lowest. Measured by the Southern Association List of Desirable Titles, State still leads with the University and Mississippi State College for Women following in that order. Jackson is again last.

In periodicals held by the libraries, Mississippi State leads with 84 per cent of the North Central Association List, with the University and MSCW following in that order. Jackson College has the fewest of the periodicals on this list. Measured by the Southern Association List of Essential Titles, MSCW leads with 88 per cent followed by the University and Mississippi State in close order. Again Jackson College has the fewest. Of the Southern Association List of Desirable Titles, the University leads with 64 per cent, with Mississippi State College for Women and Mississippi State following in that order. In this case, Alcorn with only 10 per cent of the titles is last.

On the average, the seven libraries hold less than 40 per cent of the reference books and less than 50 per cent of the periodicals recommended by the North Central Association and approximately 50 per cent of both reference titles and periodicals recommended by their own regional accrediting agency.

It is possible that the relatively high rank of the University of Mississippi and Mississippi State College for Women in foregoing comparisons is explained by the fact that both libraries were surveyed during the ten-year period under consideration with the North Central Association forms used as guides. As a consequence, it is reasonable to assume that both libraries for the past few years used these lists as buying guides.

If the adequacy of the contents of the Mississippi libraries is measured further by comparison with the 177 titles of *Good Reading*, publication of the National Council of Teachers of English, it is found that no library in the state holds all the recommended titles although four hold 90 per cent or more. These titles are generally considered among the best, and it might be assumed that each library would hold all of them.

TABLE III

Library holdings in Mississippi's institutions

(Spring, 1945)

	Reference Books			Periodicals			General Reading	Newspapers			
	Per cent of 752 titles in N.C.A. Form V-A	Per cent of 429 *Essential* titles in S.A. List	Per cent of 349 Desirable titles in S. A. List	Per cent of 420 titles in N.C.A. Form V-B	Per cent of 196 *Essential* titles in S.A. List	Per cent of 257 *Desirable* titles in S. A. List	Per cent of 177 titles in *Good Reading*	Local	National	Total	Number of titles bound
Univ. of Miss.	53%	69%	47%	67%	84%	64%	97%	2	3	5	1
Miss. State College	55%	93%	54%	84%	82%	47%	96%	26	2	28	8
M. S. C. W.	55%	73%	46%	64%	88%	51%	97.7%	40	2	42	1
Miss. Southern College	37%	59%	15%	32%	62%	17%	87%	6	1	7	0
Delta St. Teachers Col.	14%	65%	30%	38%	60%	24%	90%	6	2	8	0
Alcorn A & M College	35%	47%	25%	22%	46%	10%	70%	11	11	22	0
Jackson College	15%	29%	8%	20%	39%	11%	54%	3	3	6	0

Table III also shows the newspaper receipts and binding by the several libraries. Perhaps the number currently received by each library as shown in the table is adequate for everyday use although it seems impossible in the case of the University; however, the maintaining of permanent files of these papers is a different need. At present, Mississippi State binds eight newspapers, the University one, Mississippi State College for Women one, the others none. Unless files of state newspapers are preserved, scholars of the future will be handicapped. It seems logical that the state university would be the place to find such preservation practiced. Some definite plan should be undertaken to preserve at least a fair representation of state and national newspapers.

Conclusions that may be drawn regarding the holdings of the libraries at the seven state-controlled educational institutions in Mississippi may be enumerated as follows: (1) During the decade 1934-35—1943-44, the libraries have grown noticeably in size, indicating on the part of officials an intense desire to build and strengthen the libraries even though their resources have been limited. (2) By comparison with those in other regions, Mississippi's libraries are still far behind in size and adequacy. (3) By comparison with those in their own region, three of Mississippi's libraries rank moderately well in size and expenditures, three rank low, one lowest. (4) Evaluated on the basis of standard association check lists of reference books and periodicals, the Mississippi libraries as a group hold one half the titles considered important for college-level work. Exceptions are evident in three of the institutions although two of these may have improved their overall pictures by using the lists as buying guides. (5) Checked against a brief list of so-called "good books" none of the libraries rank 100 per cent and one as low as 54 per cent. The average for all was less than 85 per cent. (6) Although the number of newspapers received by each library might be sufficient for current reading, no library is fulfilling its complete obligation to the institution or state in preserving these papers for future use.

LIBRARY PERSONNEL

It is obvious that the efficiency of management and competency of service in the college library depend largely upon its staff. Personnel of high quality is as essential as book collections and a building.

The American Library Association recommends that in college libraries with annual expenditures of $10,000 to $20,000, the librarian should have the rank and salary of a professor. Three of Mississippi's libraries would be included under this recommendation. However, at the University, the librarian's salary is $3,498 for 12 months as compared with the professor's maximum of $3,600 for 9 months. At Mississippi State, the librarian's salary is $2,375 for 12 months as compared with the maximum instructor's salary of $2,250 for 9 months. At Mississippi State College for Women alone the librarian received for 9 months the minimum professor's salary of $3,150. Although the other four Mississippi libraries are not included in this standard, the salaries paid their personnel should be reviewed.

At Mississippi Southern the librarian's salary of $2,483.30 for 9 months may be compared with the associate professor's median salary of $2,4C0. At Delta State Teachers College, the librarian is paid $1,894.96 for 12 months as compared with the instructor's salary of $1,800 for 9 months. At Alcorn the librarian is paid $1,320 for 12 months as compared with the instructor's median salary of $1,640 for 9 months. At Jackson the librarian's salary is $1,680 for 12 months while the instructor's median salary is $1,680 for 9 months. Other positions in the libraries besides those of the chief librarian are equally disproportionate to comparable members of the instructional staff with regard to salaries. Except at Mississippi State College for Women, none of the library salary scales is comparable to those of the instructional staff and it is doubtful if any is high enough to secure and hold competent professionally trained librarians.

Four of the institutions have with limited funds made efforts to strengthen their library staffs. Delta State Teachers College has annually increased library salaries 4.92 per cent while increasing teaching staff salaries only 1.54 per cent. Jackson College has likewise shown increases for both groups with the library leading and both the University and Mississippi State have added to library salaries a greater annual proportion than they did to instructional salaries. On the contrary, Mississippi Southern and Alcorn while increasing teachers' salaries annually by 4.22 per cent, and 7.17 per cent have allotted their library staffs increases of only 1.94 per cent, and 5.22 per cent respectively.

A comparison of the salaries of the library and teaching staffs is misleading unless consideration is also given to the number of individuals involved. As the student body of an institution increases, additional teachers are usually employed. It does not follow that additional librarians are also sought. The accepted standard for library staffs is five professional librarians for the first 500 students, ten for the first 1,000 students, and four additional professional librarians for each additional 500 students. This is based on the modern assumption that librarians are really teachers. On this basis, the University of Mississippi should have employed 11 professional librarians annually from 1934-35 to 1943-44 (it had 5.2); Mississippi State should have employed 12 (it had 4.7); Mississippi State College for Women should have employed 10 (it had 2.85); Mississippi Southern should have employed 6 (it had 1); Delta State Teachers College should have employed 3 to 5 (it had 2); Alcorn should have employed 3 (it had 1). Jackson College only seems to have had a staff approximating efficient size.

University of Mississippi. The University library was built in 1911 and seats approximately 300 readers. A very poorly designed and arranged edifice, it is entirely unsatisfactory from the standpoint of stacks, reading rooms, work space, lighting, and general appearance. The stacks—a large number made of second-hand lumber—are overflowing and books and newspapers are piled on tables and chairs. The building is not fire-resistive.

Mississippi State College. The library at State is housed on the third floor of the Biology Building. It is inaccessible and in many ways unattractive. Stack space is limited and at present very crowded. There is no room for expansion. Realizing these inadequacies, the college authorities have made efforts to secure funds for a new building, and with some success. However, much remains to be done.

Mississippi State College for Women. The library at Mississippi State College for Women, built in 1930, was originally designed to accommodate 90,000 volumes and to seat 600 people. However, only four of the possible five stack levels were installed, and, in 1940, the Library Science Department took over the first floor of the building, reducing the seating capacity to 450. The library now contains 59,375 volumes, is extremely crowded, and has no room for expansion unless the fifth level of stacks is added. The lighting problem is a serious one throughout the building.

Mississippi Southern College. The library at Mississippi Southern, erected in 1939, was originally designed to accommodate 75,000 volumes and to seat 275-300 readers. However, no furniture was bought and no shelves installed when the building was put up. Shelves made of scrap lumber and built by local carpenters were installed as a "temporary" measure, and old tables and chairs were collected from all over the campus. The building contains little or no work space for the librarian. A spacious lobby gives a visitor an immediate impression of grandeur, but one soon sees the inadequacy of work space, lack of furniture and shelves, and a general unattractiveness of appointment.

Delta State Teachers College. The library at Delta State Teachers College, erected in 1937, was originally designed to accommodate 20,000 volumes and to seat 130-150 readers. With a total of 19,735 volumes at present, the stacks are beginning to be crowded. An additional wing to the building seems the only solution.

Alcorn Agricultural and Mechanical College. The library at Alcorn is in a large room on the second floor of Bowles Hall, a classroom building. The seating capacity is 75 and the stacks were designed to accommodate approximately 12,000 volumes. Already the contents number almost 14,000 volumes. The lighting is entirely unsatisfactory, and the heating is most inadequate—patrons and librarians being forced in winter to wear heavy coats while at work. Work space for the librarians is small and ill-suited, and toilet facilities for both students and librarians are poor.

Jackson College for Negro Teachers. The library at Jackson College is housed on the ground floor of the Social Science Building and has a seating capacity of 125-130. The stack space, entirely inadequate, accommodates approximately 5,000 volumes and is at present (4,825 volumes) almost filled. Lighting and service arrangements are poor. Within three or four years the administration hopes to be able to use the entire building for library purposes, thus correcting a situation which is now far from ideal.

OBSERVATIONS AND RECOMMENDATIONS

The following observations concerning each of the libraries of the seven state-supported institutions of higher learning of Mississippi and the recommendations for their development and improvement are based on the foregoing reports and on data and information gathered during personal visits.

UNIVERSITY OF MISSISSIPPI

Observations: The library at the University, by comparison with other university libraries in the region, gives a very poor impression. The building is old and ill-suited for the purpose. The book collection is smaller than that of any other state university in the region. The appropriation for library support is and has been inadequate, and the staff too small to produce desired results. As a result of a grant from the General Education Board, the library has been somewhat improved and is now in a fairly good position to offer satisfactory support to an undergraduate program of instruction. It is the opinion of the faculty that the book collection has been greatly strengthened by expenditures during the past four years. However, the graduate program of the library still needs much attention. The faculty is now more than ever conscious of the library and its needs and is enthusiastically eager to continue strengthening it. Unless adequate appropriations are allocated to keep up the work begun, little will have been accomplished. Good libraries represent steady growth over the years, not spurts due to some good fortune.

It should be noted here that the University is charged with the responsibility of offering the highest types of education in the state. It is not merely another four-year college; indeed, the University should be in a position to supplement the work done in other institutions by offering advanced training in various graduate fields of learning. To do this its library must secure many materials over and above those customarily found in undergraduate libraries. The University library has never received adequate support, as its condition now proves. If it is to take its proper place among university libraries in the South, the state authorities will have to come to its financial assistance quickly and with funds in quantity. There is no other answer to this pressing problem.

Recommendations:

1. The University urgently needs a new library building which, if of proper size and construction, will cost approximately $500,000.00.
2. The present library cannot operate efficiently with so few professionally trained librarians. At least four additional members of the staff are needed at this time—a reference assistant, a periodicals librarian, and two catalogers; and as the enrollment grows, additional librarians to keep up to the standard.
3. At least $40,000 a year for the next ten years should be devoted to library purposes. At the end of this period an annual appropriation of $25 per student or 8 per cent of the total institutional expenditure should be set aside for the library.
4. An extra appropriation, over and above the annual budget, of at least $25,000 is needed at this time to complete various reference and periodical files and to bind back volumes of newspapers and magazines.
5. If a new building is not erected, at least $50,000 should be allocated for remodeling and improving the present physical plant and equipment.
6. The position of Director of Libraries should be assigned the rank and administrative responsibilities of Dean, with a salary in keeping with that paid other officers of the same station. And if the University is to secure and keep a competent staff capable of handling an expanding program, the salary level of all librarians will have to be raised accordingly.
7. If and when the University obtains an appropriation for a new library, of proper size and construction, the Board of Trustees should consider requesting the Legislature to move Mississippi's superb Department of Archives and History to the University. If this is to be done, the new building should be planned accordingly.

MISSISSIPPI STATE COLLEGE

Observations: The library at State College is most inaccessible, being housed on the third floor of a building which was not designed for library purposes. The budget has long been too small, a fact which has led separate departments on the campus to build "private" libraries out of so-called "equipment funds." At present some dozen or more such departmental libraries exist—without proper management and at considerable cost of duplication, unnecessary purchasing, and lost books. The library program is thus without central control. By comparison with other American land-grant colleges, the expenditures for library purposes at Mississippi State are $3.00 per student lower than the average, and $6.00 to $8.00 per student below the better institutions, such as Pennsylvania State, Iowa State, and Massachusetts State. The staff of two librarians is unable to handle the situation efficiently. The library is a U. S. Government Depository, yet it has no librarian in charge of this important feature. It is supported almost entirely by student fees. The librarian is without faculty rank and is not allowed membership on policy-forming committees or councils. The library committee is non-functioning. The library needs furniture, stacks, desks, better lights, additional magazine racks, and added working space. Binding is also badly needed.

Recommendations:

1. State College is urgently in need of a library building. Already $100,000 has been donated (by the Weir Estate) for the purpose, but $250,000 to $300,000 more is needed.
2. The budget for library purposes, in keeping with the recommendations of the *Survey of Land Grant Colleges*, should be increased to a minimum of $20 per student per year, or better, to $25, as recommended by the American Library Association.
3. The staff should be increased as enrollment returns by at least four additional members—two catalogers, a documents librarian, and a reference librarian—making a total of six full-time professional librarians.
4. An "arrearage" appropriation of $20,000 is needed for obtaining necessary reference and general books for the particular types of instruction offered in the college.
5. An appropriation of $8,000 to $10,000 is needed for binding back issues of magazines which have accumulated for years and which will soon be useless unless proper preservative measures are taken.
6. An appropriation of $1,000 to $2,000 is needed for furniture.
7. At least $10,000 should be immediately appropriated for filling important periodical files and adding titles not now provided, like *Journal of Forestry*, etc.
8. All departmental libraries, except those of the Plant Board and the Experiment Station, should be abolished and the books moved to the main library.
9. Administrative control of these two separate libraries should be vested in the college librarian.
10. All library budgets, purchasing, and technical processes should center in the main library and be under the direct administrative supervision of the librarian.
11. The librarian should be given the rank of professor with a professor's salary.
12. The librarian and others holding responsible library positions should be given comparable faculty recognition, and the li-

brarian should be appointed to and given equal voice in policy-making committees dealing with instruction.

13. The library committee should be composed of members of the teaching faculty (as opposed to administrative officers), should meet at least quarterly, and should be advisory only. The librarian should be ex-officio chairman of the committee.

MISSISSIPPI STATE COLLEGE FOR WOMEN

Observations: The library at Mississippi State College for Women is poorly lighted, unattractively decorated, and lacking in what might be called library personality. The opinion seems to prevail on the campus that students feel that the library is "stuffy", and that they dislike patronizing it. Service, according to several reports, is not always rendered cheerfully or gladly. There is need for books on open shelves where students may read at leisure or "browse", but at present too much emphasis is placed on keeping materials beyond the reach of students. New, modern books are greatly needed as well as an increased periodical subscription list. Approximately 1,000 old textbooks now in the basement should be disposed of. A more highly selected group of U. S. documents would prevent the continuous inflow of several unnecessary titles which are now fast filling the stacks. New reference books, continuations, and back files of periodicals are urgently needed. The basic book collection is good, but needs modernizing, and many worn-out volumes need replacing. The library is now overcrowded. There is evident need for additional staff members to care for periodicals, fugitive, and vertical-file materials, and to assist in the all-important responsibility of working with both students and teachers in the use of books. The cataloger, who is now overburdened, should be relieved of all duties except that of cataloging and, perhaps, of working with documents.

Recommendations:

1. Four additional professionally trained librarians, making a total staff of six: head librarian, cataloger, circulations, reference, periodicals, and readers' adviser. As the enrollment increases additional staff members should be added.
2. An immediate expenditure of at least $6,500 for urgently needed books, periodical subscriptions and arrearage binding.
3. An annual appropriation of not less than $20 per student for all library purposes, the amount to be not less than $20,000 a year.
4. The establishment of an open-shelf Recreational Reading Room, attractively appointed with comfortable furniture, curtains or draperies, and containing about 2,000 well-selected books for leisure reading.
5. The addition of the fifth level of steel stacks, thus permitting the housing of approximately 85,000-90,000 volumes in total.

6. More freedom for students in the use of all books, by either abolishing or modifying the closed-stack plan.
7. Culling many old, worn-out or otherwise useless books and a restriction of U. S. documents to needed titles.
8. Redecoration and adequate lighting of the building.
9. A genuine and determined effort on the part of both the library staff and the faculty to integrate library materials into the instructional program of the college.
10. A readers' adviser to work with the faculty and students in making books play a much more important role in the teaching program of the college.

MISSISSIPPI SOUTHERN COLLEGE

Observations: The library at Mississippi Southern presents one of the most critical problems encountered in this library study. The building is an empty shell, devoid of attractive furniture, work space, and book stacks. The one librarian employed is expected to do all administrative work, book purchasing, cataloging, servicing, and advising students. With a student body which has averaged 672 during the past ten years (exclusive of heavy summer sessions) the situation is impossible. The library has been poorly supported for years. As a result the book collection is inadequate in many respects, the service poor, and the entire system run down. All purchases are now made on a once-a-year basis.

Recommendations:

1. The addition of at least three full-time trained librarians, one as cataloger, one for reference-periodicals, and one as general assistant.
2. The building should be immediately equipped with steel stacks (cost: approximately $25,000), and the reading rooms supplied with modern, attractive library furniture (cost: approximately $15,000).
3. An annual budget of not less than $15,000 should hereafter be allocated for all library purposes.
4. A sum of at least $7,500 should be allocated for the immediate purchasing of many needed books for both instructional and recreational purposes.
5. A sum of at least $7,500 should be allocated for binding back issues of periodicals and for filling files.
6. A recreational reading room containing a thousand or more books on open shelves should be established. This might easily be done on the west side of the rotunda, second floor, by removing faculty members' offices from the building.
7. The policy of using student help except for clerical duties should be discontinued.

8. Work space should be found for the library staff.
9. The librarian should be given the rank of professor and paid a professor's salary.
10. The policy of placing all book orders once a year should be abandoned in favor of current continuing purchases as materials are needed.
11. The librarian, well-trained for her position, should be given administrative freedom to operate the library without administrative interference except, of course, in matters of general policy.

DELTA STATE TEACHERS COLLEGE

Observations: The library is new and has very little "dead" material. History and art sections are especially good. The periodicals files are in excellent condition, most of them having been bound since the institution opened its doors. However, few files go back beyond 1930. The entire library is open to all students and faculty. The staff consists of but one person, a professionally trained librarian who has an assistant as "night supervisor". Too much responsibility is placed on students during the day hours. Evidence is plentiful to suggest that the library is a "thing apart" on the campus.

Recommendations:

1. The addition of one professional librarian—making a staff of two—to assist in the general work of the library, particularly in working with the faculty and students in the use of books for both profit and pleasure.
2. A continued expenditure for all library purposes of a minimum of $20 per student.
3. An immediate appropriation of not less than $6,500 to fill in and bind important periodical files prior to 1930.
4. The position of librarian should be raised to professorial rank, with the appropriate salary; a full-time assistant should be obtained. A compensatory saving for salaries might be gained by the reduction of student help.
5. The expansion of the building to accommodate approximately 20,000 additional volumes (cost: approximately $15,000-20,000).
6. A concerted and determined effort on the part of the college administration toward the abolishment of the single text-book system of teaching which seems prevalent on the campus. The library could and should serve a much worthier purpose if it were more closely tied in with the instructional programs.

ALCORN AGRICULTURAL AND MECHANICAL COLLEGE

Observations: The library at Alcorn is housed on the second floor of a classroom building. It is inaccessible, unattractive, poorly heated, and poorly lighted. Crowded conditions prevent good work. Books are now piled on the floor and on tables, and reading room space is extremely limited. The book collection is fairly adequate, though lacking many important materials in the special fields, i. e., agriculture and mechanics, reference and general reading. There is no other library within the immediate region. The attitude of the faculty toward the library may be summed up as "disinterested," partly because of its inaccessibility and partly because of failure to teach with books. That books are ordered once a year, rather than as needed, is another handicap.

Recommendations:

1. The erection of a library building capable of housing 50,000-75,000 volumes and of seating at least 200 readers (estimated cost: $150,000).
2. A minimum of $6,500 should be allocated annually for library purposes, or approximately $20 per student.
3. The two librarians should be raised to the ranks of professor and instructor and paid accordingly.
4. The addition of one staff member would relieve the librarian of much detail and clerical work, thus enabling her to devote her time to administrative duties.
5. An immediate appropriation of at least $7,500 should be granted to secure many important and urgently needed items—periodicals, books, and reference materials.
6. Book purchases should be placed as needed throughout the year instead of once annually.
7. An effort should be made to encourage the faculty to interest themselves in the building up of the library collection, and to work with students and librarians in the use of books.
8. Care should be exercised in all library purchases to secure materials needed for instructional purposes for which the curriculum is especially designed, and for the reading level of the student body.

JACKSON COLLEGE FOR NEGRO TEACHERS

Observations: The library at Jackson College, though handicapped at present by a lack of books, space, and money, bids fair to make rapid progress. The collection is small, but growing. Leadership is progressive and active. Soon the library will need more space for both book stacks and patrons. Additional space is dependent upon the erection of another classroom building. The college is operating an off-campus, three-teacher rural training school in Rankin County, another in Jackson with four teachers, and has four other "co-operating" county schools—all of which draw materials from the college library. The student body is growing and an enrollment (regular session) of 750 students is expected within a three-year period. The library has recently received a three-year grant of $12,000 from the General Education Board, contingent upon the raising of an additional $6,000 locally. In general, the library shows a progressive and active organization which will, if helped, do much toward the education of the Negro population of its vicinity and state.

Recommendations:

1. The state should appropriate the $6,000 requested as a matching fund by the General Education Board.
2. As quickly as possible the present building should be devoted entirely to library purposes, as was originally intended.
3. New furniture will be needed for additional reading room space when the entire building is devoted to the library.
4. A car or truck ("bookmobile") should be purchased for conveying books between the several off-campus schools and the college library. The need of adding other units of the classroom and library in remote communities is unlimited and should be given every encouragement.
5. Assuming the state meets the General Education Board's demands, the library will have at its disposal for books, periodicals, binding, and equipment $6,000 annually for the next three years. It is doubtful if more money could be spent wisely. However, it is recommended that, at the expiration of the three-year grant, a minimum annual expenditure of $20 per student be devoted to all library purposes, approximately one-half of which should go to salaries.
6. At present the staff is ample to care for the students and faculty. However, if the enrollment reaches the estimated 750 by 1948, additional librarians will be needed, and at least three should be secured.
7. The position of librarian should be given professorial rank and salary. The assistant librarian, with a rank of instructor, should be paid accordingly.
8. A goodly portion of the library budget for the next several years could well be spent on (a) building up back files of journals, (b) reference books, including standard encyclopedias, (c) books for general cultural reading on the undergraduate level suited to the students of the institution, and (d) subscriptions to worthwhile current periodicals. In all cases special emphasis should be placed on the type and quality of students served.

GENERAL OBSERVATIONS AND RECOMMENDATIONS

1. **Library committees in all colleges should be composed of members of the teaching faculties and should be advisory only.**

2. The system of student fees to support libraries is an unwise policy and should be abolished in favor of specific annual appropriations from the institutional budgets.
3. Purchasing books in quantity but once a year stifles interest in book selection and does much to kill enthusiasm for the library on the part of both faculties and librarians. A much better plan is to allocate funds to departments from the library budgets to be spent as items are needed throughout the year.
4. Generally speaking, the librarians and teachers in all the colleges seem depressed and are restricted by a lack of funds. A large measure of the inadequacies of the library systems may be attributed to this shortage.
5. The personnel of the seven libraries, with few exceptions, are eager to place Mississippi's libraries on a high level among colleges in the region. Without financial support they know this is an impossibility.
6. The library staffs on several campuses have failed to receive proper faculty rank and salaries and, in two or three institutions, are not appointed to places on administrative or policy-forming committees. If the libraries are to play important roles in the instructional programs, their professional personnel should be accorded the status of faculty members.
7. In general, the faculties of the institutions, with certain notable exceptions, have too little interest in their library programs. Little interest is exhibited in book selecting and purchasing. This attitude has developed over the years, doubtless because so little money has been available.
8. It is the final opinion of the Study Staff that the several libraries of the state-controlled educational institutions are in urgent need of immediate attention, if the institutions are to take their proper place among colleges of the region, and that, in general, this urgent need can be met principally in terms of adequate, immediate and long-time financial support.

Chapter V, Section c

HEALTH AND HEALTH SERVICES

A. BASIC CONCEPTS

Health is essential to the realization of every human aspiration and ambition. It is necessary for individual achievement and is the principal factor determining the manpower and vigor of a state or a nation.

Health education is learning the ways of living one must practice in order to maintain health at a high level.

As consideration is given to the wise use of the material resources of Mississippi, it is well also to give consideration to human resources in terms of health and disease.

Human erosion must yield to human conservation. The conquest of human erosion will require enlightened people and trained leadership. The necessary education must be supplied in all the schools—from kindergarten through college—and not the least part of the responsibility rests with the colleges.

Modern progress in health information and disease control enables a people or an individual, by using community resources and behaving intelligently, to control health as never before. However, neither sentiment nor memorizing textbooks will effect better health conditions among a people, though both may help.

The problem must be analyzed to determine the cause and prevention of the conditions that are eroding the people. What are the major health problems? How widespread are they? How are they distributed? Where are they localized? What are the biological causes? What factors are social and economic? And what are the educational failures that account for the mistakes in living responsible for syphilis and tuberculosis, malaria and hookworm, heart disease and nephritis, typhoid and dysentery, pellagra and rickets? It is upon such an analysis of problems, needs, causes, reasons, and indicated countermeasures that the program of health services and health education in higher education institutions must be built.

B. MAJOR TOLLS IN HUMAN EROSION

The tolls taken as the result of various health problems include death; disability from illness, injury, or defect; and deficiencies that diminish productiveness.

1. *Deaths.* In 1944 one of every 100 Mississippians died. The total was 20,850. Most of these died because of mistakes, for only

371 died of old age. The chief cause of death was heart disease which took 3368 lives. The average individual is born with a heart strong enough to last 120 years. So many die of heart failure at the age of 40, 50, or 60 because, at some time, they or their parents permitted infection such as diphtheria, scarlet fever, rheumatic fever, or syphilis to damage or partly to destroy the heart. Overwork, poor nutrition, nervousness, or poor personal hygiene may have added an extra load and the heart gave out. Tuberculosis, kidney disease, brain hemorrhage, and syphilis accounted for 5052 deaths, all largely preventable. Cancer, accidents, and pneumonia took 3371 people, many of whom could have been saved by correct moves on their parts. Nearly half of the 20,000 could have lived longer had they done the proper things to protect life.

2. *Disabilities.* A million people were sick some time during last year in Mississippi.[1] Thirty to thirty-five thousand were sick through the entire year while others were sick part of the time. These disabilities were classified as malaria 25,094[2]; pellagra 2752; syphilis 16,652; tuberculosis 1600; accidental injury 50,000; confinement and abortion 47,905; whooping cough 12,716; measles 9,172; pneumonia 16,288; influenza 82,770. Colds and minor ailments of the kidneys, stomach, or intestines temporarily struck down 200,000 to 300,000 persons.

There are about 50,000 people in Mississippi who are totally or partly disabled by maiming or crippling defects. There are 4,200 blind[3], 10,000 with serious eye defects, and 765 totally deaf and dumb. There are 6,000 crippled children[4], 6,000 seriously crippled adults, and 35,000 partly crippled children and adults.

Between May, 1942 and February, 1945, examining boards and induction centers rejected, for health reasons, the following round numbers of Mississippi's young men: mental and nervous diseases, 23,500; genito-urinary and venereal diseases, 13,700; musculo-skeletal deformities, 13,200; vision defects, 7,350; hernias, 7,250; heart inadequacies, 6,150; lung conditions (nearly all tuberculosis), 3,700; hearing limitation, 1,900; and miscellaneous, 7,100.

3. *Deficiencies.* Besides the dead and disabled, human erosion takes its toll from countless thousands who are alive and apparently well, but who are not in abundantly good health. They lack strength and endurance and are quick victims of fatigue. Most people are in this group occasionally and many are in it constantly. It is estimated that, within the state, there are 750,000 sufferers from poor nutrition, 1,200,000 with poor teeth, 20,000 with poor hearing, 50,000 with poor vision, and hundreds of thousands lacking needed exercise.

---

[1] Estimate based on *National Health Survey*, 1938.
[2] *State Board of Health Morbidity Reports*, 1943.
[3] *Vocational Rehabilitation and Crippled Children Service Report*, 1944.
[4] *State Blind Commission Report*, 1945

4. *Economic Implications.* This human wastage is reflected in medical and hospital bills, lost incomes, poverty, government relief, orphaned families, and broken homes. The losses include farm products, factory output, and, possibly, a prolonged war. Computation of these economic losses is impossible, but to estimate that they drain from the people of Mississippi $50,000,000 to $75,000,000 annually would be conservative. Could not much new revenue be made available for education by some relatively small investments in prevention of human erosion? Public health is purchasable, and investment in prevention pays higher dividends than any commercial transaction known.

C. REASONS FOR HUMAN EROSION

Human erosion in Mississippi can be substantially reduced now and, in the future, probably eradicated if the higher education institutions play well their parts. The reasons for this statement are clear. Death, disease, and deficiency result because people ignorantly, indifferently, or willfully violate natural laws of health. They make mistakes in conduct and practices that prejudice the maintenance of health. These mistakes are made largely because of educational failures. But educational failures can be corrected and thereby a host of health problems escaped or mitigated. The higher education institutions are the potential sources of these educational corrections.

What knowledge is required, and how should it be applied? To answer these questions, it is helpful to group the biological causes of deficiencies, disabilities, and deaths into four major types.

1. Failure to take into the body the essential nutrient materials results in deficiencies that may become disabilities and deaths from pellagra, rickets, scurvy, or beriberi.
2. Abuse of the body machine results in such degenerative diseases as heart and arterial disorders, kidney troubles, apoplexy, and constitutional breakdowns, to some of which infectious diseases and/or nutritional mispractices may have contributed.
3. Attack upon the body by biological invaders results in human erosion from colds, bronchitis, influenza, pneumonia, dysentery, enteritis, malaria, hookworm, rheumatic fever, diphtheria, whooping cough, scarlet fever, and measles.
4. Subjection of the body to excessive physical or chemical forces results in damage from accidents or violence.

D. HEALTH EDUCATION IN HUMAN CONSERVATION

The purpose of health education is to align living practices with the natural laws of cause and effect that govern health and disease. By gaining knowledge, forming proper attitudes, cultivating desirable habits, and coupling all these with correct behavior, man can free himself from most of the deficiencies, disabilities, and premature deaths that make up human erosion. What kinds of health education, how applied, to what acts of human behavior, can bring about the needed human conservation? It is by mistakes in nutritional intake, in use of the body machine, in conflicts with biological invaders, and in encounters with physical forces that health is undermined, impaired, and destroyed.

To correct these errors, man must learn through health education to be correct in his physical environment as it bears on each of these four types of causation that result in more than a thousand specific diseases, defects, and deficiencies and in two hundred separate causes of death. He must learn, through health education, to appraise his health status frequently, to discover lurking impairments, and to utilize proper treatment by using, at the right time, professional health services available publicly and privately in his social environment. Finally, man must learn, through health education, to know his own body and mind and their proper care.

These areas of health understanding—physical environment, service facilities in society, and bodily being—will now be considered in relation to the four types of causation.

1. *Environment.* Man can control his environment so that it will favor rather than destroy health. He must learn to make it yield the food ingredients that his body needs, and facilities for proper cooking and eating. He must learn to make it yield the housing protection, sleeping accommodations, cleansing agents, and play and exercise facilities for proper care and use of his body machine. He must learn to guard it against contamination in foods or soil, insects, and intermediaries that serve as vehicles for attack by germs and parasites. He must learn to make it safe from dangers from heat, cold, electricity, collisions, falls, poisons, and other excessive physical and chemical forces.

Such learnings in environmental control with regard to disease and injury are fundamental in the health education of everyone. But if his experiences in home, school, college, or community are not right with regard to these environmental features, his health education will be proportionately wrong.

2. *Services.* To escape from human erosion everyone must learn the proper utilization of professional health service facilities. These include doctors, nurses, dentists, pharmacists, nutritionists, physical educators, recreation directors, safety directors and engineers, sanitary engineers and inspectors, epidemiologists, laboratory technicians, etc., and agencies such as hospitals, health centers, health departments, and clinics. Some of these are privately purchased while others are group-provided. Some of the services are preventive, some are corrective, and some are curative. They must be used in accordance with the four major needs of nutrition, body care, freedom from infection, and avoidance of injury.

People must learn not to resort to self-diagnosis, self-prescription, quack doctors, and fake remedies. Much of the erosion toll recounted above resulted from just such mistakes. There is hardly an aspect of health education more important than learning to seek the right kind of professional health service at the right time. Furthermore, people must learn not only their own individual moves, but also their needs to unite with others in group support of environmental improvements and service provisions that can be secured only through cooperative organization.

3. *Self.* Besides understanding the control of his environment and the utilization of health services, man must learn how he, as an organism, grows, how he maintains himself, how his body machine operates, and how his behavior reacts upon his health. This learning consists of the acquisition of correct facts, the development of proper attitudes, and the cultivation of desirable habits. These three factors determine behavior, and it is mistakes in behavior that destroy health, while correct practices in behavior build health.

The role of health education in human conservation is to bring about these learnings and foster these practices that conform to nature's laws. Reaching the people for this purpose is a responsibility shared by public and private health agencies, the medical professions, the schools, and the higher institutions. The application of these learnings to the rearing of children and the inculcating of them in the children's education is a responsibility of the parents and the schools, with the assistance of the other agencies mentioned.

The inclusion of these learnings in the college education of the entire student body is the responsibility of all higher education institutions. These learnings should form the cores of all curricula, for what does education avail the recipient if he falters or perishes from loss of health? The contribution the college can make in this matter pyramids. It immediately benefits the students in their current living, and accrues to the protection, extension, and enrichment of their future years. It better equips them as potential parents, and gives them vision for more constructive civic leadership in the development of healthier communities in which they, their children, and their neighbors will live.

But the higher education institutions have further responsibilities in this area. To make progress in human conservation requires that proper health learnings be incorporated in education at all levels. The achieving of this end depends most on the pre-service and in-service training which thousands of teachers, supervisors, and school administrators receive at the hands of the higher education institutions. Furthermore, the colleges and universities must train the health specialists and the professional workers who will render services, and engineer the environmental controls, that the people may flourish. Finally, universities have further responsibility for continued research through which may be revealed still undiscovered facts that will close existing gaps in health knowledge and practices.

E. RESOURCES AND PROGRAM POSSIBILITIES IN THE COLLEGES

Thus far attention has been given to the health problems of the people, the causes and prevention of these problems, and the pathways to their solution through health education. Only against such a background can the higher education institutions of Mississippi be appraised as to their capacity to serve the health needs of the people. In the light of such an analysis the colleges can determine what healthful features their plant environments must provide, what types of medical, dental, nursing, and hospital services their students' health organization must be staffed to render, and what kinds of aims, teaching methods, and content shall constitute their courses and curricula.

The task involves total college mobilization for human conservation. This will include correlating the learnings from a properly sanitary plant environment, the learnings from effectively educative student-health services, and the learnings from studies in a variety of basic science, social science, and applied health courses. This correlation should be so dynamic that the graduates of each institution will go forth to become parents, teachers, and civic leaders knowing and practicing the actions which will keep themselves, their families, and their communities free from health problems that are now causing 100,000 Mississippians to be out of action daily; 1,000,000 to sicken sometime each year, and 20,000 to die annually.

Could any aspect of higher education be more fundamental or universally needed than this? Specific types of education are needed by relatively few people, but everyone needs health education. In the past three years, 35,000 Mississippi men were rejected by the Armed Forces for literacy reasons, but 85,000 were barred because they lacked the essentials of health.

How well are the colleges now doing the needed job? As everyone knows without a survey, the Mississippi institutions, as well as practically all others in America, are not doing the job well at all. How well equipped are the colleges to meet the challenge? In Mississippi at least, they are quite well, though not completely, equipped for this purpose. What is needed to do the job? In most of the institutions, relatively little more on a material basis is needed than now exists. There is a slightly greater need in personnel. The really great need is in vision, determination, and coordination. This is not because of conscious faults or failures, but rather because of the newness of the major concepts involved and preoccupation with other interests by the faculty. A vast uplift to the health of Mississippi could be achieved by the colleges at inconsequential monetary cost.

1. *Environmental Resources.* These will be appraised in terms of the four principal types of causation of health problems.

a. *Failures in Nutritional Intake.* Protection against this kind of health damage includes provision of every needed nutrient for the students to eat, with the selected foods so cooked as to be palatable and digestible while not destroying vitamins and minerals. Sanitary and pleasant dining room or cafeteria accommodations are also cases in point.

The Study Staff found such matters to be fairly adequate in the higher institutions as a whole, with possibility of improvement at little or no expense in most of the colleges, and a few spots needing particular attention. The educational potentialities for constructive learnings based on feeding provisions are largely unrealized in all the colleges. The dining rooms and cafeterias are not being used as laboratories for correlations between study courses and eating halls through which students could learn to observe and evaluate their own nutritional intake.

b. *Abuse of the Body Machine.* The material side of body care embraces all plant features that have to do with meeting the needs for shelter, sleep, rest and relaxation, recreation, play, and exercise, and includes temperature control, illumination without glare, character of seats and chairs in classrooms, washing and bathing facilities, etc. It is the Staff's observation that these items range from fairly adequate to mediocre or poor, with occasional extremes at either end. Care in maintenance of such items as these may be quite as important as original adequacy.

The educational potentialities of these phases of the environment lie in their laboratory significance and are closely related to learnings as practices. Wrong learnings result in anti-health mis-education.

c. *Damage by Biological Invaders.* The material factors of environment in this phase are usually classed as sanitation. They include all features of the surroundings that can serve as vehicles of germ transfer. Examples are water, sewage, soil, milk, other foods, insects, and re-handled articles of any kind. Most of the basic essentials have been provided in fair measure. It was noted that one college is not serving milk from an approved supply, while two colleges lack adequate sewage disposal provisions. These items are extremely important and should receive priority attention.

Sanitary factors are vitally important to the safeguarding of health and are potent influences on learnings. When sanitation is right, it affords some of the best health education possible with regard to environment. When incorrect, it serves to set the worst kinds of anti-health mis-education. In general, the colleges have not developed the learning values inherent in sanitation aspects of the campuses and community environments.

d. *Damage by Physical Forces.* The material side of environment in this regard consists of all items classed as safety hazards. These include any conditions which may take toll of health and/or life, such as heat, fire, cold, electricity, mechanical violence (falls, lacerations, bruising, crushings, collisions, building collapses, etc.), and chemical substances such as poisons. The major findings with regard to safety hazards may be found in the chapter on Plants. Safety details are heavily dependent upon constant maintenance attention.

Safety hazards at a college result in adverse learnings that are bad health education, while constructive safety provisions afford good learnings. These items have important laboratory values for study courses, but they are not being exploited for instruction in any of the colleges.

2. *Health Service Resources.* The same dual role of material and educational aspects which were referred to in connection with environmental resources of a college exists in every service contact a student has with a doctor or a nurse. The material aspect may be a physical examination, a diagnosis, a vaccination, a drug injection, a tonsillectomy, a first-aid dressing, a prescription for medication, or a bonesetting. Each of these services does something tangible towards prevention, correction, or cure of a health problem. The educational aspect is what happens in the mind of the student as a result of experiencing the material service. The doctor may or may not give explanation, advice, or instruction along with the service, but the service itself teaches a very powerful lesson. Observation of things done and reasons for these may cause the student to realize mistakes in his habits and may influence his attitudes.

These learning possibilities are unlimited. They can be of immense value to the student's future health conservation, or they may be the worst kind of mis-education. Inadequate explanation by the doctor may result in the student's forming incorrect factual conclusions. Disinterest or ungraciousness by the doctor may result in the forming by the student of negative attitudes toward medical attention. Such attitudes could cost the individual his life in the future, because most of the health problems now causing human erosion depend for their reduction on early discovery, early diagnosis, and early treatment. Other problems require vaccinations, immunizations, or dental care without the presence of symptoms. Negative attitudes toward medical care reduce the possibility of reducing much human erosion.

It is in regard to these educative potentialities that the health services in the colleges should be evaluated for contributions to human conservation. There is relatively small need for cures of already serious conditions among college students. But there is great need of much demonstration of good preventive medical practice, and plenty of good health education by way of teaching appreciations, understandings, and effective uses of medical and health services. The great value in a student-health service lies in its teaching the students to seek good medical care without damaging delays.

In Mississippi's colleges, the health services rendered from a material stand-point have held up surprisingly well in the face of wartime difficulties. All but one institution has at least some basic plant provisions in the form of infirmary or hospital, with sufficient beds for ordinary demands while enrollments are small. All the colleges but one have retained one or more nurses. Dental services are weak. Two colleges now have a full-time physician, though two others ordinarily have one. One institution temporarily has none. Four are getting along with part-time doctors.

Development of the educational values of an intensive preventive medical practice has not been exploited any more than in the case of environmental health resources. Neither are the experiences of students with health services being used for interpretive study in the classrooms. The college health services are fairly adequate on a minimum material basis, but their educational values remain to be developed. It should be stated that this lack is no more apparent in Mississippi than elsewhere, nor does it arise from personal fault of the doctors. Rather it stems from part-time contract relationships and from the fact that the colleges have not yet mobilized all courses, services, and environmental factors for coordinated attack on human erosion through experiential health education.

3. *Departmental and Course Resources.* The goal of health education is the achievement and maintenance of health and fitness, not a memory of facts or credit in a registrar's office. Such credits may quickly go bankrupt under attack from malnutrition, body abuses, or attack by bacteria. There is more to health education than courses, and no course, good as it may be, can accomplish all that is needed. While the content of a course is important, it is more important that the instruction be experiential rather than academic. Related courses in different departments must be correlated, and all the learnings from environment, services, and classrooms must be consolidated so that it actually changes the way the student lives—in college, out of college, as a parent, and as a citizen.

Existing courses in all colleges contain the needed information. Besides health and hygiene classes, they include courses in biology, bacteriology, physiology, chemistry, nutrition, sociology, and psychology. Health is not a subject. It is a way of living in accordance with the laws of nature. Man needs information about his body and his environment which has been discovered and assembled in various science and social science fields. He also needs to know things that have been discovered in preventive medicine and how professional resources can be organized into public health programs for his and his community's protection.

With one exception, most of the colleges have all the personnel required to render a worthy contribution to human conservation. They all need at least one faculty member who has been broadly and thoroughly trained in public health education. Because the field is new and the demand high, such professors are scarce. In some institutions, it may be wise to arrange for a person of suitable background and interest to be sent for further advanced study. Under the leadership of such a person, the whole faculty should study possibilities for course modifications and correlations that will bring about the conditions recommended above. When issues arise, the following questions should help in their resolution:

- (a) What are the actual health problems of this student body, this community, this state?
- (b) Which ones are particularly important in light of severity of damage or involvement of large numbers?
- (c) How do these particular erosions arise in terms of specific biological mechanisms?
- (d) How could they be prevented in the light of these same biological mechanisms?
- (e) What acts of behavior need people practice in order to avoid the mistakes that bring these troubles upon them?
- (f) What do they have to know, believe, feel, learn to do, and want to do in order that these now identified acts of behavior will be effectuated?
- (g) How can we select and arrange indicated environmental and service experiences in relation to correlated classroom studies and interpretations so that the desired learnings will result?
- (h) How can we measure the effectiveness of these efforts?

4. *Levels of the Program.* The program possibilities and characteristics that have been set forth may be used as a basis for several levels of development in higher education institutions.

a. *General Student Level.* This would involve the use of a basic amount of the kind of health education described to constitute a fundamental part of the college education of all students in all curricula. It should be sufficient to influence the students' health while in college, their health security through later years, their wisdom as parents, and their constructiveness as citizens.

b. *Teacher-Education Level.* If the possibilities of public education as a contributing force to the conquest of human erosion are to be realized, teacher education is of the utmost importance. In addition to the training suggested for all students, the prospective teacher should be trained in ways of implementing a program of health education, with due translation for age and grading. Specific matters along this line involve learning:

- (1) Values in medical and dental examinations and times when they are most needed
- (2) Values in presence of parents and teachers during these examinations
- (3) The teacher's educational role in preparation before and in follow-up after the examinations
- (4) How the teacher can detect signs of deviation from normal health status

(5) How to do lay screening for defective vision, hearing, and growth
(6) The importance and use of cumulative health records
(7) How to organize and conduct, at specific grade levels, health teaching that is related to living practices throughout the 24-hour day
(8) Sources of materials and resources for cooperative assistance in the community.

Higher institutions must make extensive contributions to in-service training of teachers if much human conservation is to be accomplished through the schools in the next 25 to 50 years. The colleges deserve commendation for the comprehensive program they are planning in cooperation with Mississippi School Health Service.

c. *Professional Health Education Level.* It is possible that one or two institutions will desire to initiate a four-year or five-year curriculum in health education for training health educators for service to county school systems and county health departments. Such training would be mainly an intensification of the pattern already described for general student bodies. However, it would probably require more work in basic sciences, social sciences (including community organization), specific health studies (such as physiologic hygiene, public health organization, epidemiology, vital statistics, public health laboratory, sanitation, mental hygiene, school health problems, etc.) Also there would probably be involved some training in general education, plus the phases of the teacher-training in health education listed specifically under level b., plus advanced work in certain skills and techniques of health education methods. It is likely that fifth-year-level effort would gain general acceptance only if developed at an institution which includes a medical school with a strong professional department of public health. It would also be desirable that the fifth year be of twelve months' duration and include one quarter of "internship" in a field training center.

F. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Visits to the colleges, certain specific inspections, interviews with college officials, conferences with large groups of faculty and health service personnel, and provision by the colleges of very extensive details on a sixteen-page fact-finding schedule form have yielded information for study of the Health Program of Mississippi's higher institutions by three general and four specialized consultants. This report deals comprehensively with the factors and principles involved in the development of health education in the colleges on a scope commensurate with the health needs of the people.

1. *Major Findings*

a. There is currently operating among the people of the state a tremendous erosion of human resources evidenced by records and estimates of deficiencies, illnesses, defects, and deaths.

b. Much of this burden of depleted health and attendant economic loss arises from causes which operate in ways preventable through specifically applicable health education.

c. The colleges are potentially constituted to render a health education contribution of tremendous significance in the advancement of human conservation.

d. There is now existent in the colleges a type and extent of health program which reflects earnest effort put forth against financial difficulties and personnel shortages.

e. This existing program falls considerably short of the magnitude required to meet the needs of the people to the degree which recent advances in scientific knowledge, medical practice, public health development, and health education progress now make possible.

f. Many of the basic ingredients for a vital and far-reaching program are already at hand in the institutions, as regards material resources in plant, equipment, and facilities, personnel resources including doctors, nurses, and professors of numerous health fields, and factual information resources in a variety of courses in several departments.

g. The major lacks are the absence from all the faculties of professors highly qualified by recent extensive public health training to provide types of health education courses not now available and to afford a coordinating leadership that will be necessary to bring about essential reorganization of course content and methods; the absence of intensive committee activity in representative planning; and the general absence of college-wide dedication to human erosion control by comprehensive health education.

h. A strong program of health education can be gradually developed at very little financial cost if the institutions are willing to undertake suitable mobilization for the preservation, protection, and promotion of human life.

2. *Recommendations*

a. That the Board of Trustees indicate its belief that education for conservation and development of the health of the people is a high priority responsibility of all institutions of higher education and offer its encouragement and assistance to the several colleges in all suitable measures which they may undertake dedicated to health advancement.

b. That each institution equip itself to do forward health planning and program building by:

  - (1) Employing a professor thoroughly qualified in the entire range of public health education.
  - (2) Establishing a comprehensive study and planning committee representing all related departments and services in the college.
  - (3) Securing the assistance of local and state consultant resources. (Several of the colleges are now availing themselves of some of these services.)

c. That the starting point for planning be a thorough study of human erosion in Mississippi, relative to:
  - (1) Extent and distribution of specific health problems
  - (2) Biological mechanisms of their origin and causation
  - (3) Educational measures applicable to their solutions

d. That environmental features, professional services, and course content and methods be correlated to apply with maximum educational effectiveness to the solving of the problems identified and analyzed. Such applications should be made specifically in terms of major origins of ill health, such as:
  - (1) Failures in intake of essential nutrients
  - (2) Misuse and abuse of the body machine
  - (3) Invasion by biological enemies
  - (4) Damage by physical and chemical forces

c. That programs designed as resultants from the procedures outlined above be developed appropriate for the following levels:
  - (1) Current health needs of all students and employees, their future responsibilities as parents and key citizens
  - (2) Training of in-service and pre-service teachers above and beyond the general student base-line as befits health contributions that can be made to pupils through the medium of public schools.
  - (3) More advanced training of technical and professional leaders in health education. (A concern of institutions situated to undertake graduate professional and specialized undergraduate technical training)

Chapter VI, Section a

TECHNICAL AND TERMINAL EDUCATION

For many years the need for the occupational training of skilled industrial workers and the professional training of scientific and engineering personnel has been provided for by two distinct levels of education. The development of a program of vocational training of "less than college grade" in which both youth and adults have had opportunity for preemployment and refresher training has met the need for skilled workers in industry with reasonable adequacy. At the same time, the professional schools have trained a sufficient number of graduate scientists and engineers to insure the expanding development of our natural resources. During more recent years there has been a growing need for a newer type of training requiring a higher level of education than that provided by vocational education but not requiring the degree of professional training of the graduate scientist or engineer. Of this type of training the U. S. Commissioner of Education says:

> It is only natural that at this period in our industrial progress we should give thought to the need for the education and training of technicians who work on jobs which require more limited technical competency than that of the fully trained engineer and scientist, and less manipulative training than is required of the skilled mechanic. Those jobs usually involve the carrying out of experimental or production procedures which have been planned by the fully trained engineer and scientist. Workers on these jobs most frequently fall into the category of laboratory or technical assistants, or production supervisors.[1]

The recognition of the need for this type of worker is not new in industry but the rapid development and expansion of all technology under the impetus of war production has brought the increasing need into sharp focus. The acceleration of technological development during war years has changed and expanded almost every phase of processing and production. As a result, the ratio of the technician to the professional worker has increased rapidly. The most recent figures of industrial surveys show that the average ratio is now 5 to 1, and in some instances is as great as 20 to 1.

This same technological advance with the consequent increase in operational efficiency has brought about a proportionate decrease in the need for unskilled and semi-skilled workers. The major trend is toward the increased training of workers at the highly skilled and semi-professional level, which would seem to indicate a need for increased facilities for the training of both of these groups at a level beyond high school but not requiring college graduation. The highly skilled worker needs vocational-technical training, much of which can be provided through special programs of vocational nature extending beyond high school. Vocational divisions of public schools, technical institutes, and junior colleges will provide opportunities for much of this training, but the fact that some confusion exists in the attempts to define the characteristics of this "in-between" education has resulted in the rather haphazard growth of programs of training with insufficient regard to the distinction between vocational-terminal education and technical-terminal education. The type of program that produced workers with limited training in narrow skills to meet the demands of war industry cannot be utilized for the training of semi-professional workers without considerable reconversion. In this reconversion each type of institution must recognize the function which it is best able to serve and not permit its ambitions to exceed its opportunities.

---

[1] U. S. Office of Education, Vocational Division. *Vocational-Technical Training for Industrial Occupations.* (Bulletin No. 228) Washington, D. C., Gov't. Print. Off., 1944, P. VI.

In dealing with the matter of present programs and facilities for vocational-technical training the Report of the Consulting Committee of the U. S. Office of Education says:

> On the whole, the United States has done pretty well in providing for the training of industrial workers. Preemployment programs, supplementary classes, and on-the-job training have been provided for the skilled trades. Organized training for engineers has been available for many decades. The technician group in industry has not fared so well in its opportunity for organized training. A great variety of institutions today provide considerable training for this group, yet the numbers of students enrolled, the range of courses offered, and the geographical distribution of the schools are incommensurate with the growing demands of widespread industrial enterprise.[2]

This report attempts "to give a cross-section view of the many types of training programs," as follows:

> Trade and Industrial Schools
>
> The primary objective of these schools is to provide preemployment and supplementary training for workers in the skilled trades and semi-skilled occupations. To a limited extent these schools offer preemployment work of the vocational-technical type.
>
> Technical High Schools
>
> The technical high school is a dual-purpose institution, with both college-preparatory and vocational objectives. The trend in the

---

[2] Ibid, p. XIV

vocational curricula of technical high schools appears to be toward more specific vocational fields rather than generalized training aimed at all industry.

Technical Institutes

The technical institute is perhaps more directly concerned with the training of technicians than any other institutions. It is a school of post-secondary type with the main objective of training men and women for callings and functions which occupy an area between the skilled trades and the highly scientific professions. It is a school without academic standardization, intensive in purpose, and with programs geared closely to the vocational-technical needs of industry.

Junior Colleges

The junior college is an institution usually offering two years of training beyond the high school, with curricula which include three types: "lower division" work, which follows the pattern of the first two years of four-year college programs; terminal curricula of general education type; and curricula of vocational type, in agriculture, home economics, business, trade, technical and semi-professional fields. A relatively small proportion of junior college students are in technical curricula, but the interest in this field appears to be growing.

Engineering, Science, and Management War Training

Engineering, science, and management war training, organized as an emergency war-training measure, has provided training for more than a million persons. Many of the courses offered are of vocational-technical type. The program is administered directly by the U. S. Office of Education, with local control vested in the engineering and other colleges.

Vocational-Technical Programs of Engineering Schools

The vocational-technical programs offered by engineering schools include evening courses offered on the campus in urban centers; university extension service, including correspondence study, technical institutes operated as a part of university extension; and short-term courses offered by the engineering schools. Engineering educators are definitely interested in vocational-technical training, both from the standpoint of the service of this type which they render and its impact on engineering college training.

Correspondence Courses

Correspondence instruction in vocational-technical subjects is offered by private institutions, the extension services of universities and land-grant colleges, and to a limited extent by state departments of education. It has an important place in vocational-technical training especially in areas not served by resident institutions.

Trade Association Education

Most of the vocational education activities of trade associations take the form of cooperation with public and private agencies which operate training programs. Some associations operate their own training courses. Substantial contributions have been made to vocational-technical training in the baking, laundry, and printing industries, and in foreman training.

Cooperative Engineering Education

The cooperative plan, with half time in school and half time on the job, appears to have a place of usefulness in vocational-technical training. Students are sufficiently mature for placement on industrial jobs, and the experience in industry supplements the school training.[3]

It is hoped that the above cross-sectional view of the status of vocational-technical training throughout the nation is sufficient to clarify the position of Mississippi in relation to the need for technical education. The fact that trade schools, technical high schools, and technical institutes do not exist in Mississippi indicates that the function served by these institutions must be met by vocational programs at the secondary-school level, including the public junior colleges. One of the major difficulties that must be overcome arises out of the fact that vocational facilities of an industrial nature are not readily accessible to many of the youth who need this type of training. The junior colleges of Mississippi recognize their responsibility for this function and are planning an extensive program of post-war vocational training, but where it is not possible for them to meet needs, other phases of public education must accept this responsibility. Extreme care should be exercised in this planning to prevent the expansion of programs in directions and numbers that exceed the industrial development of the state's resources. At the same time, the public junior colleges should keep in mind the major function for which they were created, namely, terminal education in agriculture and home economics.

Mississippi, as well as many other states, cannot and should not attempt to create new educational institutions under state support. This means that functions for which the state has need that are not being met now should be provided by redirecting the objectives of certain phases of the programs of existing institutions. In those junior colleges that are in suitable geographic locations for technical education this function should be developed. At the same time, careful study of the industrial development of the state should be made in order to determine the needs of industry for trained technicians. This study should include the possibility of technical training in the lower divisions of the state higher institutions. In no instances should the educational institutions attempt to develop functions and services of a technical nature until there is clear evidence that the products can secure adequate employment in the development of the resources of the state. For too long Mississippi has dispersed too much of its meager educational support in the preparation for employment that could be found only in other states.

---

[3] Op. cit., pp. XV-XVIII

Perhaps one of the best ways through which the needs for technical training for Mississippi industry can be met is through the development of cooperative technical training in which the student spends half time in school and half time on some job. Although Mississippi has been almost wholly an agricultural state for many years, there has been no development in cooperative education in agriculture. The possibility of developing this type of education should be explored at the same time that attempts are being made to discover means for providing adequate technical training for Mississippi industry. The growing mechanization of agriculture, especially in the Delta section of Mississippi, seems to indicate that this opportunity for cooperative agricultural programs should be thoroughly explored by the land-grant colleges. The growing industrial development of Mississippi should furnish excellent opportunity for discovery of contacts with industry through which technical cooperative programs may be provided. Another way might be through the continuation of a type of extension training similar to that offered in the Engineering, Science, and Management War Training of the U. S. Office of Education.

The consideration of technical as well as other phases of terminal education necessitates consideration of the meaning of terminal education and of the trends which have created a definite need for terminal education. The fact that much confusion has existed in the attempts to describe the character of this type of educational training necessitates the brief examination of some of the major trends that created the need for terminal education.

During the last thirty years the school attendance of youth 18 to 20 years of age has shown marked increase. Since 1910 the percent of this age-group in school has increased from 15 percent to 24 percent and there is every reason to believe that this trend will continue after the war.

Not only has education of more than high-school level become more popular in America, but certain population trends in the nation indicate that the number of youth remaining in school beyond the twelfth grade will continue to increase. The changing age-structure of our population is a major causative factor in this trend. Since 1890 the percentage of persons age 20 to 64 in the total population has steadily increased, the proportion of this group increasing from 50 percent in 1890 to 59 percent in 1940. Since 1920 the increase has accelerated and it is estimated that by 1960 it will comprise two-thirds of the total population. The influence of this trend is to be seen in the increasing initial employment age of youth and in the increasing number of young people who, regardless of employment opportunities, continue to remain in school after graduation from high school.

Within the past decade the rapid expansion of our technology has given rise to the need for types of training for higher skills and requiring more educational background than that supplied by the public high school. Private institutions of the trade and business type have served this need to a limited extent for a short time, but the definite trend is toward more and better education at public support.

Out of these trends the junior college has emerged as the first public institution to recognize the need for education of post-high-school grade providing at the same time complete preparation for living rather than purely preemployment education. Out of this concept of terminal education has come a definition of the terminal function of the junior college:

> The function of giving specific preparation along vocational lines for occupations on the semi-professional and other levels which will qualify students who finish them for immediate places in specific life occupations; and of giving general education for citizenship and for life to other students who cannot continue their formal education beyond the junior college.[4]

One of the major problems in the development of a program of terminal education arises from the fact that it is difficult to distinguish between terminal students and students preparing for higher education in time to provide specific training for earlier maturity of students who terminate their formal education prior to completion of graduation levels. At the same time many youth who prepare for education beyond high school are unable to remain in school. The problem is two-fold: how to provide terminal education for youth who do not know that they will go into adult life earlier than their college-minded mates, and how to provide opportunities for continuing higher education for those who do not reveal themselves as college-minded until after they have completed terminal programs. While the development of guidance functions in the secondary school has helped in the solution of the problem, a broader solution seems to lie in the extension upward of the secondary school years to include the first two years of "higher education." This conception of "secondary education" is coming into general usage but has not yet been acted on by those responsible for public education in Mississippi. That it is in keeping with national trends is shown by the following quotation from a report of the National Resources Planning Board:

> Fewer than half of the nation's youth who are able to do acceptable college work now continue their education beyond high school.

---

[4] Eells, Walter C., *Why Junior College Terminal Education?* (Terminal Education Monograph No. 3.) Washington, D. C., American Association of Junior Colleges, 1941, p. 2.

> The extent of increase in college attendance that will best serve the needs of society in the post-war period cannot be precisely determined. However, it is probably a reasonable working hypothesis to say that 40 percent of all youth of junior college age (50 percent of all high school when 80 percent of all youth of high school age graduate) should be in college or technical institute. This would involve an increase of 130 percent over the 1940 enrollment in the first two years beyond high school, which was approximately 870,000.[5]

If the higher educational institutions of Mississippi are to help to provide adequate educational opportunity to a limited extent for 50 percent of the high school graduates of the state they must conceive of themselves as service institutions as well as professional schools and liberal arts colleges. They must recognize the function of providing for the maximum development of all youth who can profit by education beyond high school regardless of whether that education terminates at the one-year, two-year, three-year, college level or graduation level. This concept will require considerable fundamental reorganization of the state higher institutions at the junior college level. The survey of state higher education made by the Division of Surveys and Field Studies of Peabody College in 1933 recommended that the lower division of the state higher institutions should be so organized that:

> 1. Sound general education will be provided for all students during their first two years.
> 2. Exploratory contacts with different fields of learning will be provided as a sound basis for selecting proper fields of specialization.
> 3. Specialization will be delayed until the junior and senior years.
> 4. Practical terminal courses, at least in agriculture, home economics, and commerce, will be available wherever there is adequate demand.
>
> Such a reorganization is based upon the assumption that the junior college, whether existing as a separate institution, as an extension of the public high school, or as the lower division of a four-year college or university, is generally regarded as a part of secondary or general education.[6]

While this was authorized by the Board and while all the state higher institutions indicate lower division organization in their catalogs, little evidence is found in course offerings and requirements to indicate recognition of junior college functions. Almost all lower division courses are merely prerequisites to upper division courses. Many of the curricula require selection of major specialty at entrance or early in the lower-division years. Few absolute choices of major speciality can be deferred until the beginning of the junior year and in almost all instances the student who drops out at the end of the sophomore year has only a smattering of theoretical courses with little "sound general education." It is not unfair to suggest that many of them are less adequate to assume adult responsibilities than if they had gone directly into employment after graduation from high school.

---

[5] National Resources Planning Board, *National Resources Development Report for 1943.* Washington, D. C., 1943, p. 69.

[6] George Peabody College for Teachers. Division of Surveys and Field Studies. *Report on Functions of State Institutions of Higher Learning in Mississippi, A Basis for the Allocation of Funds,* Nashville, Tennessee, 1933.

One of the major barriers in the development of adequate programs of terminal education is the shortage of teachers with the viewpoint, training, and experience necessary for programs of this type. Teachers of technical subjects need to have adequate basic scientific and technical training, some industrial experience, a reasonable amount of teacher training, and personal traits which meet the needs of teaching situations. Teachers in other types of terminal programs need even a broader background of training and experience than that of teachers in a strictly technical field. Their basic training needs to be of much broader nature because of the guidance responsibilities which they must assume, and while it is not always essential that they have had industrial experience, some vocational experience outside the classroom is desirable. Teacher education in Mississippi should take into account the needs especially of the junior colleges and the lower divisions of the senior colleges for the development of teachers and educational leaders with training and understanding applicable to both technical and terminal education.

For too long some of the state higher institutions have been steeped in the tradition of cultural education for the "landed gentry" of an age that passed with the change from agriculture and handicraft to techniculture and machine-craft. Other institutions have emphasized the vocational and professional function to the exclusion of any cultural general education. In both instances the institutions have been more concerned with providing "higher education" for high school graduates who are capable of meeting their specific standards of higher education than with providing a suitable type of post-high-school education to meet the needs of all the youth of the state. In short, too much of the "select-few" tradition still governs the curricular program, and this attitude has not been in keeping with the recruiting-for-numbers policy of all of the institutions. As a result student mortality has been high and wasteful. All these institutions need to examine their curricular offerings in the light of the needs of the state for education of all youth who can profit by the continuation of education beyond the high school.

Chapter VI, Section b

TEACHER EDUCATION

The education of teachers includes first, the preparation of a new supply of teachers to replace those who are promoted to newly created positions, those who die, those who retire or who leave the profession for other reasons; and second, the improvement of the qualifications and performance of those teachers who continue in service. Those who train teachers have certain associated responsibilities as educational leaders, such as assisting in the formulation of state policies governing the qualifications and duties of teachers, the raising of existing levels of pre-service teacher preparation, the conducting of research on educational problems, and the maintaining and improving of the educational service that teachers render.

RESPONSIBILITY OF BOARD OF TRUSTEES FOR TEACHER EDUCATION

Since the education of teachers is a task for colleges, and since all the state-supported colleges of Mississippi have the preparation of teachers as one of their major functions, the responsibility for initiating, promoting, and supporting a worthwhile program of teacher education in Mississippi rests squarely upon the Board of Trustees of the Institutions of Higher Learning. This responsibility is complicated by the fact that it is the function of the State Department of Education and not of the Board to certificate teachers. Moreover, the preparation of teachers in Mississippi is an enterprise shared by eleven of the twelve publicly-controlled junior colleges, seven church-connected four-year colleges (four for whites and three for Negroes) and nine small church or private junior colleges (four for whites and five for Negroes).

Teacher certification is a state function. It involves those provisions and appraisals whereby the state satisfies itself that teachers have met certain minimum qualifications for teaching and certifies them to the local public school employing agencies. In Mississippi the Legislature delegates the administration of teacher certification to the State Department of Education but reserves to itself the setting of the requirements.

Thus the Board of Trustees though responsible for a large part of teacher education is deprived of much of the control it might wish to exercise in the matters of regulating teacher supply to meet the demand or of adjusting upward the required qualifications of teachers to express and closely underlie the minimum level of general, professional and specialized education desirable and attainable by prospective teachers. Furthermore, the Board of Trustees has no control over the public junior colleges, the private four-year colleges, or the private junior colleges, all of which prepare teachers for the public schools.

Nevertheless, the responsibility of the Board of Trustees for providing an acceptable program in teacher training cannot be ignored. A considerable majority of the teachers trained in Mississippi are the products of the seven state-supported colleges. The combined output of these institutions forms the backbone of the state's teacher supply. Hence the Board of Trustees has here a responsibility and an opportunity for leadership of all the school services of the state.

STATUS OF TEACHER EDUCATION IN MISSISSIPPI

In 1926 practically no state required an absolute minimum of two years of college work for the lowest grade for elementary teaching certificates. Now 21 states require a minimum of three or four years of college for such certificates, war-emergency certificates not considered. The certification requirements in Mississippi permit the issuance of a certificate of lowest grade with a completion of something over one year of college preparation above the high school. This ranks Mississippi among the states having the lowest certification requirements. Of the 17 Southern states, 3 require a minimum of one year or less of college work for the lowest grade regular elementary school certificate; 7 require two years; 2 require three years; and 5 require four years. It is only a question of time until Mississippi's requirements will exceed the two-year minimum. According to estimates of the staff members of the State Department of Education the level of education of white teachers before the war was probably not far from the national level, which was approximately three years of college work. Then the requirements lagged far behind the actual level of teacher qualifications. The low Mississippi minimum requirements are partly explained by the necessity for providing a workable certification plan to take into account the low qualifications of beginning Negro teachers. An immediate postwar task will be to regain and to raise the prewar level of qualifications, and to bring legal requirements up so that they will closely underlie them.

Student teaching and observation now required to the extent of from two to five semester hours for all high school certificates in the great majority of the states is required in Mississippi only for certain types of certificates.

Under the present certification regulations a teacher who prepares for high school work but does not secure a position in that field can obtain a position in the elementary school without securing specific preparation for it. Partly because of this and partly because of the better salaries usually paid in the high schools, the principal emphasis in every college or school of education in Mississippi is on the preparation of high school teachers. This is true despite the fact that more than two-thirds of the teachers of the state teach in grades below the ninth. The need for more and better elementary school teachers is a serious need of the State of Mississippi as of many other states. It is believed that the equating of salaries, working conditions, and requirements for special preparation for teachers of the elementary schools as well as for the high schools will gradually meet this need.

In 1941-42, before the effects of the war on teacher personnel were felt, the number of teaching positions in the public schools of Mississippi was 17,154, white and Negro. For three years since there has been a steady procession of teachers leaving Mississippi schools to enter military service or to enter more remunerative occupations. The filling of the vacancies thus created has pressed into service hundreds of persons not sufficiently trained to meet even present-day standards.

According to estimates made by the National Education Association, the teacher turnover in Mississippi in 1943-44 was 31.8 percent. This figure was exceeded in only 8 of the 48 states and in only one Southern or border state, Missouri. Even though strenuous efforts made by the state have probably resulted in the reduction of this high percentage, the turnover rate for the current year must be still appreciably higher than that for the United States as a whole and that is too high. This condition cannot be attributed wholly to wartime losses, for even in 1930-31, the turnover rate in the elementary schools of Mississippi was higher than that of most Southern states.

The number of beginning teachers employed annually in Mississippi during normal times is not exactly known. The best estimates lie between 1,500 and 2,000. In estimating post-war needs there should be added to this figure an appreciable number representing the new teachers required to make up for wartime losses in personnel. The teacher training institutions of Mississippi, therefore, must plan to provide 2,000 or more new teachers for post-war service in the state each year.

Accepting this estimate of the number of teachers needed, consideration should be given to the number of teachers produced by the teacher-training institutions of the state in normal times. Unfortunately, the exact number of teachers graduated annually by the several colleges of Mississippi is not known; however, since Mississippi will eventually require four years of college for teacher certification the normal number of college graduates prepared to teach is of some interest.

Table I gives a general idea of the number of graduates of all the institutions of higher learning of Mississippi (1939-40) whether public or private. Nearly all the graduates of Mississippi Southern College and Delta State Teachers College, more than 80 percent of the gradutes of Mississippi State College for Women, and from one-fourth to one-half of the graduates of the college of arts and sciences and of the curricula in vocational agriculture, home economics, secretarial courses, and other such fields at the University and Mississippi State enter teaching ranks. Assuming that Mississippi will need more than 2,000 new, well-qualified teachers annually to meet her needs, it is apparent from even a cursory examination of the table that the teacher-training institutions can extend considerably even their pre-war output of graduates without causing the supply of qualified teachers to exceed the demand.

TABLE I

Mississippi Institutions of Higher Education approved by State Department of Education for certification of teachers and enrollments and number of baccalaureate and first professional degrees offered, 1939-40. (Summer schools excluded)

NAME AND TYPE OF INSTITUTIONS	Teacher education curricula		Student enrollment 1939-40	Graduates: Degrees Baccalaureate and first professional 1939-40[2]
	Elementary	High school		
Total, all institutions			14,019[1]	1,693
Total, all publicly controlled institutions			10,991	1,325
Total, all privately controlled institutions			3,028[1]	341
Total, five state institutions (white)			6,490	1,299
State-controlled, 4-year				
White				
University of Mississippi	X	X	1,482	276
Mississippi State Col.	X	X	2,327	464
Miss. St. Col. for Women	X	X	1,219	238
Miss. Sou. College	X	X	1,103	240
Delta St. Teachers Col.	X	X	359	81
Negro				
Alcorn College	X	X	455	53
Jackson College[3]	X	X	148	43
Denominational control, 4-year				
White				
Belhaven Col. (women)	X	X	280	39
Blue Moun. Col. (wo.)	X	X	339	61
Millsaps College	X	X	678	82
Mississippi College	X	X	485	78

Negro				
Miss. Ind. College	X	X	no data	no data
Rust College	X	X	128	19
Tougaloo College	X	X	141	19
Junior Colleges				
White				
District, county, or city control (12)[4]	X		4,046	no data
Denominational or private control (5)	X		556	no data
Negro				
Private or denominational control (5)	X		62[5]	no data

THE CURRICULUM FOR TEACHER EDUCATION

The objectives of teacher education include or imply the attainment of almost unlimited qualifications of education, understanding, and character on the part of the teacher. The chief curriculum areas embraced by adequate teacher training are (1) the general, liberal, and cultural higher education that every citizen should have; (2) added preparation in the special subject fields to be taught; (3) professional training in the principles of teaching and learning, methods and materials of instruction, and the philosophy of education; (4) practice teaching; and (5) development of those individual personality and character traits, professional attitudes, and other competencies not usually learned in college courses but exceedingly important in determining the success of a teacher.

There is not an educational institution in the state that claims that its entire purpose is the training of teachers; however, the actual functions of the two teachers' colleges are almost wholly the preparation of teachers while the same function predominates at Mississippi State College for Women.

Both Mississippi Southern College and Delta State Teachers College do profess to assume wider academic responsibilities but are careful to disavow any intention of laying aside any part of their work of preparing teachers.

---

[1] Includes 100 students in a Negro 4-year privately controlled college, and 111 students in a white privately controlled junior college, both now closed.

[2] Number of master's degrees granted, but not here included: Mississippi State College, 20; University of Mississippi, 26.

[3] Privately controlled in 1939-40, and enrollments and graduates reported accordingly.

[4] All except one are approved for teacher preparation.

[5] Incomplete.

It is significant from a state-wide viewpoint that each of the colleges is giving courses for elementary as well as high school teachers without much regard for the work of other institutions. Although it is true that the state at present is unable to secure enough qualified teachers in most fields, an effective program of teacher education during a time when an ample supply of teachers is available would place specialized curricula only in the institutions best qualified to offer them. Except as recommended in another place in this chapter, this is a matter of allocation for the day when there is no longer a shortage of teachers.

To improve teacher-education curricula now in use, attention must be given to present and post-war needs. It is generally accepted that teachers are and should be important media for influencing social attitudes and for developing an understanding of our society and its functioning. It is also accepted widely, though perhaps not so generally as the foregoing postulate, that the principal tests of democracy in postwar America will be the problems of race relations, labor relations, community life and international peace.

If teachers are to exert the desired influences, it is necessary that they be given a more vital type of training in the field of social studies. This will not necessarily result from additions to the curriculum alone but can be achieved in part by substituting courses in living social problems for some of the history work.

Prospective teachers should receive a better understanding of the nature of human growth and development and the process of social change. To achieve this they should, as students, be permitted to participate more fully in planning and evaluating their education than in the past. Direct experiences should be mingled with the abstract, and both group action and individual interest should be encouraged. For instance, teacher education should do its part toward the construction of a bulwark against future isolationism and a recurrence of World War II. Likewise it should not ignore other basic problems of our society.

Traditional orientation courses should be scrapped. The trend is away from the course that presented an over-view of the history of education and a skimming of the surface of other professional courses. The introductory course should serve the combined purposes of acquainting students with their new educational environment, of developing a clear understanding of the competencies required of teachers, of helping them to recognize their own strengths and weaknesses in respect to those competencies, and of helping them to plan their educational programs in the light of their strengths and weaknesses. Obviously, such a course will require representation from all the areas of the college that will serve needs on which students plan their individual programs.

Professional courses in the teacher-education program should emphasize a broader study of child development. The literature in such fields as psychology, physiology, sociology, and anthropology should be augmented by much work with children in and out of school —sometimes with individuals and sometimes with groups. The whole sequence of professional training should lead to and culminate in a period of student teaching, which experience should act as an agency through which the students' learning about child development, philosophy, curriculum, and methods may be integrated so as to provide a workable pattern of education. Practice teaching should be done under conditions comparable to those the young teacher will encounter in the first teaching experience.

It is recommended that professional teacher education on the graduate level be limited in Mississippi to the University and to State College, to the former in general fields, to the latter in vocational agriculture, home economics and certain other scientific fields. Both these institutions offer the master's degree, but neither offers the doctorate. No other state with a white population even approaching that of Mississippi reports so small a number of graduate degrees granted by its colleges. Obviously, most college staff members, education leaders, school superintendents, supervisors, principals, and high school teachers desiring graduate training are forced to go outside the state to secure their advanced professional preparation. This is necessarily expensive and no doubt many low-paid teachers simply forego educational preparation on the graduate level. It is apparent that opportunities for professional training for teachers on the graduate level should be expanded in Mississippi and improved in quality although recognition should be given to the fact that advanced professional training is most significant when undertaken after teachers have had some practical experience.

PRACTICE TEACHING AND TRAINING SCHOOLS

As was indicated in the foregoing, practice teaching is a necessary culmination of the professional courses offered to prospective teachers. Because laboratory schools with their special facilities are much more expensive than most other types of laboratory work, and because budgets are often limited, the provision of proper student teaching facilities is frequently neglected. This neglect is, however, not wholly due to restricted finances. Experience has shown in most of the states that unless state certification regulations specifically require student teaching of all beginning teachers, many institutions engaging in teacher education will not provide adequately for this important phase of professional training. These conditions prevail in Mississippi to varying extents among the public and private teacher-education institutions. Mississippi is among the small number of states in which teacher certification regulations do not require practice teaching of all beginning teachers.

Ordinarily, student teaching facilities vary from large well-equipped campus schools owned, controlled, and closely supervised by the institution, to remote public schools in which the prospective teacher is largely independent of supervisory influences. There are advantages and disadvantages to both types of practice teaching provision. The campus school provides the best opportunities for instilling in the prospective teacher the ideas and practices for which the institution stands, while the off-campus public school provides a teaching situation more nearly similar to that in which the student teacher will be later employed. Obviously, student teaching suffers when carried on in either an uncontrolled public school situation or in an on-campus school which is too artificial. The ideal student teaching facilities would embrace a campus school in which to introduce the student to classroom work under close supervision, augmented by a public school in which the institution has some control over the program and in which the student teacher may develop his ability to teach under natural conditions.

In considering the adequacy of the student teaching facilities at the Mississippi institutions, perspective may be gained by a review of the standards for student teaching set up by the American Association of Teachers Colleges. These are as follows:

> Each teacher's college or normal school shall maintain a training school for purposes of observation, demonstration, and supervised teaching. The use of an urban or rural school system, under sufficient control and supervision of the college, will satisfy this requirement.
>
> In the training school there shall be at least one full-time training school teacher in charge of at least thirty children for every eighteen college students each of whom does during the year a total of ninety clock hours of student teaching or an equivalent load.
>
> When affiliated urban or rural schools are used as training schools, the institution shall provide supplementary supervision to maintain standards comparable to those of the institutional training school.
>
> The minimum amount of student teaching required of every graduate of a teachers college or normal school shall be ninety hours of supervised teaching.
>
> At least two-fifths of the teaching in the training school should be done by regular teachers of the training school or by other members of the faculty.

University of Mississippi. Six semester hours of student teaching are offered by the University in the Oxford elementary schools for prospective teachers for elementary school grades. Were more elementary school teachers trained, better facilities of almost every type than are presently available would need to be provided. Prospective secondary school teachers serve their apprenticeship in the University High School in which a junior-senior high school (grades 7-12) is operated. This is an appropriate type of organization since it is rather general throughout Mssissippi.

The high school building includes eleven classrooms and three laboratories or shops. It is well planned, but only one of the three originally planned units has been constructed. Space is inadequate for cafeteria service, industrial arts, assembly, health and physical education activities, and laboratories. All or most of these services should be provided for or extended at an early date. The University should spare no pains in exercising leadership to bring about complete co-operation between its laboratory school and local school authorities so that the practice facilities may be not only maintained but extended and strengthened. The special subject instructors of the University faculty should be concerned about the success of the student teachers—especially in their own subjects.

Mississippi State College. State College has organized its work in teacher education on a university pattern, with departments not only in the vocational fields of agricultural education, commercial and distributive education, and industrial education, but also in general education, with a wide variety of courses, and in physical education. In addition, graduate courses are offered in several areas of general teacher education including even elementary education.

For effective work in preparing teachers in such a wide variety of subjects, appropriate laboratory school facilities are essential. However, no college owned or controlled laboratory school is available. The vocational teacher-training program in agricultural education operates with all the advantages of relatively ample funds, efficient supervisory staffs, and a well-planned organization of work and effort. Such conditions render entirely practicable the utilization of public-school classes in vocational agriculture for laboratory school purposes. In some of the vocational teacher training, as in trade and industrial education, much of the work is teacher education in service.

Teacher education in the fields of vocational agriculture, industrial education, graduate home economics, and certain scientific fields to which this institution should be restricted can continue to be carried on with practice teaching facilities provided in the off-campus schools until larger funds than now appear to be available can be provided for a vocational campus high school. Certainly this college should discontinue its efforts to do practice teaching in high school subjects not in its special field of work and in the elementary school grades.

Mississippi State College for Women. The campus demonstration school providing facilities for student teaching in grades 1-6 has ten classrooms and some small special rooms but no play room. A well-planned nursery school is also provided. The city high school some distance from the college, which is none too suitable for the purpose, is used as a laboratory school on the secondary level. Six semester hours' credit is earned by the prospective elementary teachers by teaching one hour per day five days per week for two semesters. The prospective high school teachers earn three semester hours' credit in one semester only. Student teaching for one hour per day scarcely provides a lifelike situation; at some stage of the professional training the prospective teachers should be allowed to devote full time and attention to the business of teaching. It was noted in this institution that a considerable proportion of the student teachers do not pursue practice teaching in the particular subject field or areas in which they are specializing or are to be certificated. Either facilities are not available or student teaching is not scheduled for all teachers in accordance with their needs. The student teaching program here would profit greatly from closer cooperation between the subject field instructors in the college faculty and the laboratory school supervisory staff.

Mississippi Southern College. This institution is accredited by the American Association of Teachers Colleges and on paper meets the Association's standards for student teaching.

The campus demonstration school has fourteen classrooms that are used for observation, participation, and student teaching in grades 1-12. A home management cottage is also provided. The demonstration school building has no shops and provides inadequate space for science, home making, school lunches, conferences of supervisors and student teachers, and other extensive functions. The building does not qualify in several respects either as a first-class high school or a good laboratory school.

This institution graduates almost three high school teachers to every elementary school teacher. These proportions should be reversed to supply the actual needs of the Mississippi schools.

All the work of this institution directly related to professional teacher training, including the department of education and the laboratory school, should be placed in charge of a director of teacher training with full responsibility for, and authority over, such work.

In order to expand the laboratory facilities for teacher training at this institution it is suggested that, if practicable, the use of the city high school and of nearby rural high schools be obtained for training high school teachers, and that the space thus freed be utilized for an expansion of the elementary training school program.

Delta State Teachers College. This institution is accredited by the American Association of Teachers Colleges and on paper meets the standards of the association for student teaching. Grades 1-6 and one of the few kindergarten training classes of the state are housed in a campus school which was erected thirty years ago. It has combustible interior construction, including wooden stairways. It was not designed as a laboratory school and has no special facilities for observers, student teachers, or supervisors. A new laboratory-school building is desirable. The supply of pupils in this school is limited, there being only 100 enrolled in the first six grades. This is not sufficient for the expanded production of trained teachers needed in Mississippi now and in the postwar period.

Secondary school laboratory facilities are provided in the Cleveland

High school which is owned and controlled by the city. This school was not designed for laboratory purposes, and the physical needs for observation and practice are not fully met. The supply of pupils, however, is adequate. Yet two student teachers are often assigned to the same class section at the same time, and only twenty clock hours of actual teaching are required.

It has been recommended that when the more urgent needs of the college have been met, a more modern laboratory school be provided for the elementary school grades. Meantime, provisions for additional special rooms, for health and physical education, and similar functions, should be made. In the preparation of secondary school teachers, more effective professional relationships should be established between institutional officers and staff members and the public school administrative staff concerned with high school education.

IN-SERVICE EDUCATION FOR TEACHERS

In-service education for teachers in Mississippi may be said to be fairly well divided between the colleges and the State Department of Education. There were 5,202 students enrolled in the colleges in the summer of 1939. In 1939-40 there were 741 students enrolled in correspondence courses, and 356 in general extension classes. Almost all these 6,299 students were teachers in service.

The State Department of Education, through its staff members, exercises leadership in the in-service education of teachers by means of accrediting schools, administering standards, preparing and distributing instructional materials, improving working conditions, cooperating with local school officials in developing professional leadership and responsibility, and by numerous other means.

It is believed that the colleges should and could improve their contributions to in-service teacher education by sponsoring on-campus and off-campus work conferences for teachers, offering needed short courses, participating in teachers' institutes, and supplying professional stimulation for teachers' meetings.

It is also recommended that the colleges designate one or more faculty members to assume follow-up duties with teachers who have been students on the campuses. Such follow-up work should include visits to the teachers at work, conferences with the employing officials, any needed help indicated in adjusting the teachers to their assignments, and actual supervisory assistance to the teachers in such matters as make up the practice of teaching and learning.

A plan which has proved successful in other Southern states and which is suggested for Mississippi involves the "adoption" by a college of one or more counties in its immediate proximity. In the adopted county, staff members from the college guide and assist the school officials and teachers in their professional planning, practice, and evaluation. The upgrading of competencies among the teachers is certain to result from such an arrangement.

Another means by which the colleges might increase their contributions to in-service education of teachers is by the regular issuance of a well-written professional periodical for teachers. Such a publication should treat of teaching problems and practices, review authoritative articles and books, exchange successful experiences contributed by teachers, cite sources of new teaching materials, and act as a general professional stimulus.

RELATION OF THE STATE COLLEGES TO THE FOUR-YEAR PRIVATE COLLEGES AND TO THE JUNIOR COLLEGES

Although neither the privately controlled colleges nor the publicly controlled junior colleges are included in this Study, all of them presently participate in Mississippi's teacher education. Cognizance must be taken, therefore, of problems in teacher education presented by relations to these two types of institutions.

Under the present certification regulations of Mississippi the graduates of the junior colleges are certificated as elementary teachers. With the needs of the state for teachers so pressing, the junior colleges have had a definite place in the state's scheme of teacher preparation and they are to be commended for the conscientious efforts they have made to do an efficient job of teacher training.

As the minimum levels of regular teacher-certification requirements are elevated, the role of the junior colleges in teacher education will change. Their students will remain to complete the first two years of their general college training and special or vocational subjects. After finishing the two years of junior college work they will complete their professional studies and work in specialized fields in the third and fourth years of the colleges and universities. Thus, the elevation of certification standards will not deprive the junior colleges of their students who plan to be teachers. In the realm of teacher education, the junior colleges will give their students the general education so essential in the teacher's preparation and become feeders for the four-year colleges. The closest cooperation should exist between these two types of institutions.

From information available, it appears that graduates of practically all the privately-controlled institutions, strong and weak alike, are certificated as teachers, although the college staffs, course offerings in professional education, and laboratory schools in typical institutions are far from adequate for a modern teacher-education program. The ultimate solution of this problem lies in the improvement of the state's certification machinery and of the offerings of these institutions. As stated elsewhere, there should be established a reasonable system of standards of teacher training and certification. These standards should be administered by a director of teacher training and certification clothed with the needed authority to see that the standards are complied with if an institution's graduates are to continue to receive state certification as teachers.

In the meantime, it is recommended that the levels of teacher education be raised by voluntary action on the part of all types of institutions. There should be organized at once a committee or council including representatives from the Board of Trustees, the State Department of Education, each of the colleges, public and private, and the public schools, to agree on standards for teacher education that all the institutions shall meet, and also to agree on a long-time program of improvement in teacher education. The high school and elementary school accrediting commissions are prototypes of this over-all council. Such a council could and should be particularly effective at this time in providing for Mississippi a supply of better prepared teachers. It should continue to function indefinitely. Under an improved, unified state certification system the private institutions would be obliged to comply with regulations if their graduates were to be recognized for employment in the public schools. Even after unified legal control of teacher education and certification is established, there would still be a need for this over-all council.

The Executive Secretary of the Board of Trustees of the Institutions of Higher Learning should be the convener and presiding officer of this body.

RELATION OF THE COLLEGES TO THE STATE DEPARTMENT OF EDUCATION IN TEACHER EDUCATION

An administrative gap exists between the Board of Trustees and the institutions it controls on the one hand, and the State Department of Education with its responsibility for the administration and supervision of the public schools including the teaching staff of the state on the other. The Department has the responsibility of certificating teachers for the public schools, but no authority to inspect and accredit the various institutions in the state that educate teachers. The Board has control over the publicly supported colleges but does not have access to the public schools for obtaining needed information concerning teacher supply, demand, placement, qualifications, success, or failure.

Neither the Board nor the Department is presently in a position to gather and disseminate the information and effect the action referred to above. Neither is prepared to carry out an adequate state-wide program of educational research, develop a comprehensive system of teacher-personnel records, or set minimum requirements for the teacher-training curricula. All these functions need to be performed and, until such a time as a more unified control of public education is established in Mississippi, the only way the state's youth can be served through the performance of such functions is through the closest cooperation between the Board of Trustees and the State Department of Education. The work of both groups must be closely coordinated. Perhaps this could best be achieved by a liaison committee, composed of members from both groups, to exchange needed information and to coordinate the administrative functions of both groups in all matters pertaining to teacher education.

Summary of Recommendations on Teacher Education

1. Because of the diversity of authority in the teacher-education program of Mississippi, and because of the administrative gaps that exist between the bodies vested with that authority, it is recommended that ultimately a unified control be devised to direct public education from the elementary schools through the higher institutions.

2. In the absence of a unified legal control over teacher education, it is recommended that cooperation among the various controls to which teacher preparation is subject be immediately strengthened and more closely knit. To achieve this end, it is suggested that an advisory committee or council be organized to be composed of representatives of the colleges under the Board of Trustees, the private colleges, the junior colleges, the State Department of Education, the Mississippi Education Association, and public-school administrators. It should be the function of this committee to study, discuss, and decide upon problems related to teacher education in the state. Its decisions should be referred for action to the appropriate bodies represented in its ranks.

3. An enormous segment of the population of Mississippi is in attendance in the public schools. The needs of this group are being ministered to by approximately 17,000 public-school teachers. This is, and properly should be, the most costly and significant single enterprise of the state. But because Mississippi teachers are inadequately paid, and because her teacher-training institutions are handicapped by restricted budgets, the opportunities of youth of the state for education are being limited. Therefore, it is recommended that the efforts of the people through their representatives in the Legislature, be continued and extended through increasing teachers' salaries, providing better working conditions, strengthening the teacher retirement system, and providing an adequate teacher-training program. Additional funds so used should be recognized as "the great investment in education in a democracy."

4. Because the present certification regulations of Mississippi permit, if they do not actually promote, deficiencies in teacher education, it is recommended that a new plan of certification be devised and announced, whereby the levels of teacher education required for certification shall be progressively raised. The new plan should place the first level at two years of preparation; later three years should be required, and eventually, Mississippi should join the ranks of those states requiring college graduation of all beginning teach-

ers. The plan should be graduated and flexible so that the periods provided for making effective the increased requirements could be shortened or lengthened in accordance with teacher supply. The plan should require student teaching of all applicants for certificates, and should require that teachers certified show evidences of good health and United States citizenship. All certification by examination should be eliminated.

5. Because of the inadequacies presently existing in the teacher-education curricula in the several institutions it is recommended that a program of revision be started at once. Such a study should embrace all the institutions in the state, public and private, that engage in teacher preparation. This study should be along the lines of those made in North Carolina and other Southern states but adapted to Mississippi as only Mississippi educators can do it. Modifications recommended by the study should include those detailed in this report, and should be implemented by the authority of the Board of Trustees, the State Department of Education and the Legislature.

6. The recommendations concerning improvements in laboratory schools and practice teaching made in this report should be implemented by the Board of Trustees as rapidly as possible.

7. With the curricula for teacher education in the several colleges revised and improved and the provisions for student teaching made adequate at each institution, further determination should be made of the peculiar functions for which each institution, public or private, is best fitted and equipped. In the light of such a determination, special functions in teacher training should be further allocated, as the shortage of teachers is reduced, to the college or colleges best equipped and staffed for their performance.

8. In connection with the preceding recommendations, it is recommended further that a plan of accreditation be devised for all institutions that engage in teacher education. Such accreditation should rest on a thorough inspection of the institution and demand that accepted curricula and training practices be provided for prospective teachers. On failure to provide the required elements of an acceptable teacher-education program, the institution would suffer the rejection of its graduates for certification.

9. At present teachers are trained in Mississippi at a ratio of approximately three high school teachers to one elementary teacher. This proportion should be reversed. Two things are necessary to achieve this recommendation: First, the certification regulations must be changed so that a teacher certificated for high school work is not permitted to teach in the elementary grades without special preparation therefor, and second, single salary schedules should be made effective throughout the state based on qualifications and experience rather than on the type of school in which a teacher is employed.

10. The colleges should improve their contributions to in-service teacher education in accordance with suggestions made in this report, and in ways that will be worked out by the State Advisory Council on Teacher Education.

Chapter VI, Section c

AGRICULTURAL AND ENGINEERING EDUCATION

MISSISSIPPI STATE COLLEGE AS A LAND-GRANT COLLEGE

The charter creating Mississippi State College directed that it be maintained as an institution in accord with the program and principles of land-grant colleges, as designed by the Morrill Act and subsequent legislation passed by Congress. Hence Mississippi State College has been assigned many duties and responsibilities other than resident instruction.

The program in Mississippi State falls into three major divisions—teaching, research, and extension. It may be said that there is a fourth major division of activities which falls under the general category of service. These activities include such duties as operating the State Chemical Laboratory, the State Seed Laboratory, and services rendered in connection with several state and Federal agencies such as the State Plant Board. The college has official responsibility for continuing research in agriculture through a central experiment station located at the college and branch stations throughout the state, and for directing the work of the Co-operative Agricultural Extension Service, and for administering the state and Federal funds designated for these services. In addition, it conducts research in engineering and business. By virtue of these multiple activities State College is not only a teaching, research and extension (demonstration) institution, but an agency rendering special services to the people of Mississippi. Its objectives and program of work must be considered in relation to all its responsibilities.

Most of the faculty and administrative officers of State College appear to be conscientious, devoted to duty, interested in their work, and keenly aware of their responsibility to the people of the state. State College reports as registered in 1942-43 in classes of college grade 11,071 students—7,988 men and 3,083 women. These figures include students enrolled in the resident degree-course classes, in summer school, in correspondence and extension classes, and in government contract courses, but not persons registered through the agricultural extension service.

In addition to the organized instruction carried on by the members of its faculty, State College reaches thousands of persons through its publications. Most noteworthy is the monthly paper *Farm Research* which is sent without charge to any farmer in the state who asks that his name be placed on the mailing list. This publication supplements bulletins published by the research division and is financed with funds designated for this purpose by the Legislature.

Although Mississippi finances its research and extension programs generously, funds for the maintenance and operation of State College as a teaching institution are meager in relation to need and by comparison with other land-grant colleges. State allocations for the operation of this function of the college are less than $200,000. Probably no land-grant institution in the South receives less and none in the nation receives so little in relation to the number of persons to be served, for among the states of the nation, Mississippi ranks third in farm population. On a student per capita basis, State College received less money from the state than any of the other institutions of higher learning during the year 1938-39.

The people of Mississippi are interested in the work of State College and are demanding services not now provided. They have little criticism for the present work of the college, but from all sections of the state come requests for new and additional services. The Board of Trustees should bear in mind that Mississippi is an agricultural state, that a spirit of progress motivates the thinking of the people, and that they look to State College for leadership.

The on-campus responsibilities of Mississippi State College are divided between teaching and research. The college should be organized into Schools of Agriculture, Engineering, and Arts and Sciences. In addition to these three schools, the Division of Agricultural Extension embraces an important section of the services of the college. The recommendations made in this report will be classified according to this four-fold organization.

SCHOOL OF AGRICULTURE[1]

Mississippi is more predominantly agricultural than any other state in the nation. The welfare of the state is measured by the income and living standards of its farm families. Agricultural education is therefore a concern of the state and of State College.

Normally two schools at State College have had larger budgets than the School of Agriculture. These are Engineering and Arts and Sciences. The School of Arts and Sciences serves all divisions of the college including the School of Agriculture. Engineering is an expensive subject to teach. The present laboratory and shop equipment are inadequate. It is difficult to see how the costs of operating these schools could be reduced, yet the School of Agriculture should expand its work and improve its facilities if it is to render the services demanded and meet the standards of other nearby colleges of agriculture.

---

[1] The School of Arts and Sciences is not discussed in this section because that type of education is discussed under Chapter 5, "General Education For Social and Civic Effectiveness," Section A, "Arts and Sciences in the Upper and Lower Divisions."

For the money expended, the School of Agriculture renders great services because of its working relationships with the experiment stations. Many faculty members divide time between teaching and research. This is advisable and is done in all the better land-grant institutions of the nation. Usually, however, the School of Agriculture is the whole, and the experiment station the part. In Mississippi this relationship tends to be reversed.

The danger involved in such a plan is that faculty members may come to look upon teaching as a minor function of the college as compared with research. In 1939-40, the School of Agriculture had four full-time instructors; all others were combination men, eleven of whom gave less than half time to teaching. Most of these men have no training for teaching and some probably do not feel that instructing students is their job.

There has been some criticism of the teaching of agriculture at State College. This has been aimed chiefly at failure to teach skills in operational farm jobs. The faculty should give consideration to supplying the needed emphasis in teaching farm machinery operation and repair; teaching specific jobs with animals, including disease control; and teaching farm budgeting, record keeping, and accounts. Also instruction should be offered in, and greater emphasis given to food processing, quick freezing, agricultural engineering, forestry, and veterinary medicine.

The School of Agriculture should offer more short courses for farmers at the college. It should also offer short-unit courses of intensive training as needed from time to time by county agents, teachers of vocational agriculture, and other agricultural agency workers.

The School of Agriculture needs larger quarters, more equipment, and more clerical services. The following faculty members are needed in addition to the expansions just enumerated:

Subject	*Rank*	*Portion of Time*
Food processing	Professor	Full time
Forestry	Professor	Full time
Veterinary science	Professor	Full time
Poultry husbandry	Professor	Full time
Agronomy (crops)	Associate	Full time
Dairy (mfg.)	Assistant	Full time
Agricultural economics	Professor	Part time
Agricultural engineering	Associate	Part time
Horticulture	Associate	Part time
Agronomy (soils)	Associate	Part time

The cost involved in meeting the need for larger quarters is outlined in the chapter of this Study on buildings. The cost of bringing new faculty members at a higher rate of compensation can be computed from data given in Chapter 9 of this Study devoted to faculty personnel. The cost of expanding work in food processing, poultry husbandry, forestry, and veterinary sciences is given later in this report under those headings.

> It is recommended that a program of expansion for the school of agriculture be prepared in the colleges under the leadership of the dean of the School of Agriculture, setting forth the scope of activities to be conducted and the costs involved, and that the Board of Trustees give special consideration to the program and agree upon those provisions that it will endorse and make effective.

SHORT COURSES

An important service to be rendered by the School of Agriculture is the conducting of short, intensive courses varying in length from one to five days. They should deal with any and all subjects in which there is public interest and should usually be held at the college, although they might be held at any desirable and convenient location.

Funds expended in this way should usually go to defraying the expenses, and compensation where necessary, of out-of-state authorities in the particular fields under consideration.

The responsibility for developing a program of this kind lies with the dean of the School of Agriculture. All the divisions of the school can and should contribute to the success of the program.

Any amount of money may be expended in this service but it is believed that a relatively small sum can be used wisely—perhaps $2,000 the first year.

> It is recommended that the annual budget of the School of Agriculture include funds for paying the costs involved in conducting short courses for farmers, agriculture leaders, and persons engaged in related occupations.

FOOD PROCESSING

The South as a whole is committed to a live-at-home program. That so little progress has been made toward achieving the results sought is partly due to the fact that food preservation has so long been ignored.

Teachers of vocational agriculture have made food preservation in community food plants a part of their program in the South. Mississippi State College trains such teachers. The State Department of Education asks that training in food preservation be added to the curriculum. The college is not at present giving training in modern methods of food preservation and is not meeting the training needs of the state in this field as is being done by many land-grant colleges.

Food preservation includes canning, dehydration, and freezing. The plant should provide for all three, as well as meat curing and processing. Instruction should be given in all forms of food preservation. This development may require a new and separate building, or some existing building may be utilized. A building 40′ by 80′ is the minimum required, but one 60′ by 80′ would be more desirable. The plant should serve as a model which may be duplicated by scores of communities in the state.

> It is recommended that there be built on the campus a food preservation center or processing plant of the type and size recommended by the U. S. Department of Agriculture and the U. S. Office of Education, and that one full-time professor of food preservation be employed who will operate the plant as a laboratory and give instruction to students and to short-course groups.

AGRICULTURAL ENGINEERING

Farming in the South must and will be mechanized. The low farm income in the Southern states is largely due to low production per worker. Farm machinery offers, in large measure, the solution to the problem. Higher wage scales will force its introduction and use.

As farming practices and problems change, the program of an educational institution serving farmers must change. This means that the contributions made by each worker and each department must be evaluated. In most colleges there are relatively too many staff members in the older fields and too few in the newer fields. Agricultural engineering—in terms of applications to farming rather than in terms of training professional engineers—must be given greater emphasis.

> It is therefore recommended (a) that farm power and machinery be given greater emphasis in the agriculture program by employing a man that will devote full time to this work—half to teaching and half to research, (b) that more emphasis be placed on rural electrification by providing another combination man who will devote part time to teaching at the college, (c) that the division of vocational education in agriculture in the State Department of Education be asked to pay at least one-half the cost of a farm-shop instructor in the Department of Agricultural Engineering with the understanding that only half his time be required in resident instruction, (d) that special emphasis be placed on short courses in agricultural engineering for farmers and others interested, and (e) that a new building be erected for the use of the Department of Agricultural Engineering.

FARM ECONOMICS AND MARKETING

The average per capita income from farming in all the Southern states is low compared with other sections of the nation. The average per capita income in Mississippi is lower than the average for the

South. In this critical period of economic development an analysis of our situation must be made and our best efforts put forth to improve it.

Agricultural economics is the keystone which ties all phases of agriculture into the business of farming. Crops, animals, soils are merely segments of the business. We of the South give less attention to agricultural economics in relation to these segments than do other sections of the nation. This is an error in judgment. For example, the South has the smallest farms in the nation, on the average. In 1940, 66 percent of the farms in Mississippi were 50 acres or less in size. These are uneconomical units—about large enough, at average yield, to produce adequate food for a family of five persons.

> It is recommended that greater emphasis be placed upon agricultural economics including marketing, through instruction, research and extension. It is recommended further that plans be formulated for utilizing in the most practical way and to the fullest possible extent the state's legislative provisions for marketing farm products; and that the research program in the School of Agriculture be revised to make provisions for analyzing the State's farm operations with the aim of increasing the per capita farm income by calling attention to the factors which now regulate income and those through which per capita income has been increased.

It is suggested that studies be made and reports published dealing with farm management, farm credit, farm machinery, marketing including co-operative marketing, rural (agricultural) industries, and related subjects. This material should be made the basis of leadership training for county agents and agriculture teachers, and for instructional use in the School of Agriculture. One staff member in the School of Agriculture should devote half time to making such studies as are here suggested.

POULTRY

The present poultry plant at Mississippi State is obsolete, too small, and poorly located. Poultry husbandry has not been given the emphasis which the importance of the industry warrants.

While it is not the function of the college to engage in production for production's sake, it is desirable that large flocks be maintained and that large numbers of broilers be produced. The dining halls of the college would afford a ready outlet for the products. Such production would offer opportunities for management investigations including equipment, and other studies useful to the poultry men of the state would become the basis for practical instruction for regular students and persons attending short courses, and would command the respect and commendation of Mississippi commercial producers.

It is recommended that a new poultry plant be built and sufficient acreage assigned to permit carrying out recommended management practices; and that three or more faculty members be employed in poultry husbandry, one of whom will be assigned to resident instruction and production, one to research, and one to extension work.

It is suggested that the plant include brooder house, laying houses, an incubator house, a feed mixing and storage house, possibly a dressing plant, and a general service house. Equipment to be provided should include incubators, feed mixing facilities, fences and other essentials.

The cost of putting these recommendations into practice is estimated as follows:

Items	*Costs*	
	Capital Outlay	*Operating*
Personnel Services		$3,300
Buildings	$60,000	
Equipment	15,000	
	$75,000	$3,300

SWINE

The present hog house is unsatisfactory from the standpoints of design and location. The building is of little value and the land available is too limited to make possible efficient management practices or the conduct of experimental work.

It is recommended that the swine unit of the farm be re-located, that new buildings and equipment be provided, and that excellent stock of two choice breeds of swine be secured and maintained.

The swine unit should be located so that land will be available for pasture, year-round grazing, and "hogging off" crops suitable for feed. There should be one central building that would provide farrowing pens, feed storage, and perhaps a small office. In addition, a number of small, portable houses are needed. Required equipment will include scales, fencing, a water system, and laboratory equipment for teaching and research.

The cost of carrying out these recommendations is estimated as follows:

Item	*Costs*	
	Capital Outlay	*Operating*
Buildings	$18,000	
Equipment	12,000	
	$30,000	

FLOCKS AND HERDS

State College has been criticized for the poor quality of the flocks and herds it maintains. This criticism was made by a few breeders in the State and was aimed at the beef cattle, swine, sheep, and poultry kept at the college.

> Although it is not believed that the college should dictate policies with respect to farming operations, it is recommended that a policy be designed with respect to the breeds of animals to be maintained, and in general, that policies be stated with respect to maintenance costs, shows, sales, and related management problems. Consideration should be given to the criticisms mentioned and a determination made of their justification, and to what problems of administration and financing are involved. Some of these problems are discussed here with suggestions concerning their resolution.

The overhead costs for buildings, land, equipment, and male animals prohibit the maintenance of flocks and herds of all breeds. Only popular or promising breeds can be kept at the college. As to cost, when it is remembered that two Hereford bulls—presumably the best—recently sold for $100,000, the cost of maintaining the best is seen to be prohibitive. Suggestions have been made that the college compete in stock shows against the breeders in the state and that it sell its breeding animals at public auctions. Neither of these practices is followed by agricultural colleges in leading livestock states.

Poutry: It is suggested that the best foundation stock of Leghorns and of one of the dual-purpose breeds be secured; and that the college conduct breeding work to the end of developing a high production of eggs during the months in which eggs sell for the highest prices, and the cross-breeding of chickens for the purpose of producing the heaviest broilers in the shortest period of time. It is suggested that the breeding of turkeys be conducted for the purpose of improving the present market type. The best available breeding stock should be obtained.

Swine: It is suggested that two breeds—Poland China and Duroc Jersey—be maintained. Such stock can be secured, and is not too expensive. Hogs produced should be sold on the open market. The chief aim of the work with hogs should be to discover and demonstrate how the greatest and most rapid gains can be made at the lowest costs to produce the hog that will sell to the packer for the highest price.

Sheep: An effort should be made to select and maintain the breed that will return the largest profits to the farmers of Mississippi in both spring lambs and wool clip.

Horses and Mules: In view of the declining place of work stock in the nation's farming program, a large expenditure for maintaining numbers of horses for breeding studies cannot be justified. Such sums should be expended for productive enterprises in which people are interested. Perhaps "pleasure" horses have a place in the program but the number should be held to the minimum for instructional purposes.

Cattle: Problems as to costs and management are found in both beef and dairy cattle. In dairy cattle, the people of the South have shown a preference for the Jersey breed while in the leading dairy sections Holsteins predominate. Guernseys are very expensive. An effort should be made to secure better quality of not more than two breeds.

In beef cattle, the problem is even more difficult because the question of horned or polled animals is involved. It is suggested that an Angus herd and a Hereford herd be established with good foundation stock. It is suggested that one male and four females of each of the four breeds selected be purchased for breeding stock. The males should average $1,000 each in cost and the females about $300 each.

Policies: College stock for breeding purposes should be sold to individuals in the state at sales sponsored by breed associations. The college should not accept gifts of livestock. It is believed that the present experimental program of breeding up and using common cattle should be continued.

Stock Shows and Breeder Corporations: The Department of Animal Husbandry of the School of Agriculture should sponsor annually a livestick show in which the students would prepare and show animals owned by the college. This should be a part of their training. Local shows and sales should be made a part of the work in extension service and the colleges should provide judges for such shows when requested to do so. Livestock short courses should be held at the college and leading livestock authorities of the nation should be sought for such courses in addition to the members of the college staff.

COTTON UTILIZATION AND RESEARCH

Mississippi derives a large income from cotton. Since the outlook for the use of cotton is presently uncertain, there is a demand that the college do something about it. It has been suggested, for example, that a textile school be established, but this would prove both expensive and futile. Such a school could do only two things—train textile workers who are not needed and conduct utilization research which is so costly that it should be left to private industries such as the Southern Regional Research Laboratory, Mellon Institute, and the National Cotton Council.

The efforts of the college should probably be centered upon lowering cotton production costs, finding new farming enterprises for those sections of the state where cotton cannot be grown economically, collecting nationwide information concerning the outlook for cotton utilization, and promoting the use of cotton in Mississippi.

No one state can force utilization, but an interested state can study trends, draw deductions, and be guided accordingly. For example, research workers—men who are either economists or engineers and women who are home economists, and specialists in home management—might visit textile sections of the nation and large consuming centers, and discover what is taking place with respect to the use and intended use of cotton. In this way Mississippi growers may be apprised of the facts and while this may be a new approach to cotton research it should be quite worthwhile and quite inexpensive. Also consumer information, both industrial and household, could be obtained and published, and in this way the uses of cotton might be promoted.

Because of the needs pointed out, it is recommended that there be appointed by the Board of Trustees or the college a cotton utilization advisory committee or that some existing group composed of both men and women be designated for the purpose of advising the agricultural administrative officers of the college concerning the best and most effective means of (a) obtaining facts relative to the outlook for the use of cotton and (b) promoting the use of cotton.

It is difficult to estimate how much such an effort would cost, but since so few problems hold equal rank in Mississippi the cost would not be excessive as compared to possible benefits. Perhaps a budget could be prepared, and designated funds provided by the Legislature; perhaps some of the national foundations would finance these studies for a period of two or more years; perhaps some of the usual cotton research has become obsolete and the funds spent in this way should be transferred to a new line of attack.

FORESTRY

There is a demand for more emphasis on forestry instruction both from the standpoint of establishing a four-year school of forestry and for teaching students in the School of Agriculture the fundamentals of forestry and the common operative jobs in woodland management. There is no need to establish a four-year, degree-granting school of forestry. The enrollment would not justify the expense involved, and there are too many schools of forestry in the nation at this time. The employment opportunities for professional foresters are few. On the other hand, the management of woodlands is of concern to a large proportion of the farmers of the South.

> It is therefore recommended that there be established a Department of Forestry in the School of Agriculture. This department should offer a utility course in practical farm forestry to meet students' needs, and additional courses for special students such as those who seek to qualify as teachers of agriculture. This department may also direct the instruction of those students who wish to become professional foresters, and can maintain a two-year program of instruction so that such stu-

dents, upon completion of this course, can enter any accredited school of forestry in the country and complete the requirements for a degree in two years. Mississippi State is already offering most of the courses required in the first two years by approved schools of forestry.

It will be necessary, however, to provide for the use of forest land as an outdoor laboratory, to provide for the transportation of students, and perhaps to operate a summer camp as is done by all accredited schools of forestry. The costs of carrying out this recommendation are estimated as follows:

	Costs	
	Capital Outlay	*Operating*
Instructors (2 full-time 1 part-time)		$10,000
Supplies		2,000
Land Rental		2,000
Equipment (including a bus or truck)	$10,000	
	$10,000	$14,000

VETERINARY MEDICINE AND ANIMAL DISEASE CONTROL

The demands from citizens of Mississippi regarding the establishment of a School of Veterinary Medicine are so divergent, and the decisions to be made so complicated, that no action should be taken without considering carefully all implications involved.

There is a demand that county agents, teachers of vocational agriculture, and other agricultural education and agency workers be given better preparation in the control of animal diseases. Farmers expect such public employees to diagnose animal diseases, to suggest practical and effective remedies, and to do some of the work involved in disease prevention. It is necessary that more attention be given to instruction in sanitation, disease prevention, and disease control. This will involve at least a minimum of training in anatomy, bacteriology, and parasitology.

Many livestock producers advocate the establishing of a School of Veterinary Medicine. This is a natural reaction in light of the acute shortage of veterinarians, but operating an accredited school is almost as difficult as operating a school of medicine for the preparation of physicians. There are only about a dozen accredited schools of veterinary medicine in the United States. Standards for approval are high and are becoming higher. Costs are excessive in terms of present expenditures in the majority of land-grant colleges. They involve an investment of about $250,000 in plant and equipment, and operating expenditures averaging at least $100,000 annually. Consideration of these facts makes it apparent that a hasty decision should not be attempted.

> Therefore, it is recommended that provision be made for an animal disease, diagnostic laboratory and for instruction in the control of animal diseases, including the essentials of a two-year School of Veterinary Medicine.

Such a laboratory can serve the farmers of the state as well as the students receiving training. It will require some small buildings and some equipment, but the growth of animal industries in Mississippi makes it obvious that more attention must be given to animal diseases and more adequate provision must be made for additional instruction in this field.

Two years of training for those who wish to continue their studies in one of the accredited schools offering the D.V.M. degree might well be provided. The greatest advantage of this would be that some Mississippi boys might in this way be encouraged to become veterinarians and would return to their home state to practice. All of the courses required in the usual one-year "pre-veterinary" instruction and in the first two years of the regular veterinary medicine program are now offered at Mississippi State with the exception of those in medical vocabulary, anatomy, histology, parasitology, and bacteriology.

It is believed that the courses in animal hygiene and diseases of farm animals should be continued and be made requirements for majors in animal husbandry, teachers of vocational agriculture, and those students qualifying for county agents. Futhermore, these courses should be made intensely practical from the standpoint of farm application while actual laboratory and field work should be made a requirement for each student.

The bare minimum costs of carrying out this recommendation is estimated as follows:

	Costs	
	Capital Outlay	*Operating*
Small Buildings	$20,000	
Equipment	8,500	
Personnel		$15,000
	$28,500	$15,000

The personnel should include a veterinarian, parasitologist, bacteriologist, laboratory technician, secretary, laboratory assistant, and perhaps a combination laborer who would serve as janitor and assist in caring for and disposing of animals handled.

The small buildings should include an autopsy room, a small-animal house, quarantine and observation units, and an incinerator. The program carried on should involve research as well as instruction.

HOME ECONOMICS INSTRUCTION ON THE GRADUATE LEVEL

It is believed that Mississippi's home demonstration agents would be more effective in contributing to the State's economic development if given the opportunity to secure training in some phases of agriculture, if trained (at least in part) in an institution devoted primarily to serving farm people, and if more familiar with the work and services of Mississippi State College.

Mississippi's teachers of vocational home economics in rural communities undertake to carry on a community service and improvement program in co-operation with teachers of vocational agriculture. Without some training in special phases of agriculture and farm life they cannot be well prepared to share the responsibilities for such a program. This does not mean that all teachers of home economics should be trained at Mississippi State College, but it does mean that those most interested in farm life should have the opportunity to secure training at the land-grant institution, and that all who teach in rural communities should be provided with facilities for supplementary instruction that will meet their needs, both technical and professional.

There has been no surplus of trained home economics workers in Mississippi. The turnover is one-third each year. Lack of trained teachers has been the most important factor in limiting the number of secondary schools offering home economics courses. Home economics education is a universal need.

Mississippi is the most predominantly rural state in the nation. Farming is first of all a mode of life. The influence of women in improving this "way of life" should receive greater educational recognition by giving those who wish to do so the opportunity to secure home making instruction in an agricultural school environment.

> In the light of the foregoing, it is recommended that a department of graduate instruction in home economics be established in the School of Agriculture at Mississippi State College. There should be provided three laboratories—foods, clothing, home management—three classrooms, three offices, a home management unit, and a staff of three or more instructors specialized in foods and nutrition, clothing and related art, and home management and home economics education.[2]

The approximate costs of carrying out these recommendations are estimated as follows:

	Costs	
	Capital Outlay	*Operating*
Staff		$14,000
Janitor and Clerical Help		2,000
Books and Periodicals		200
Laboratory Equipment	$20,000	
Library Additions	1,500	
Furniture	3,500	
	$25,000	$16,200

---

[2] For further discussion of this subject, see Chapter 7, "Graduate Education and Research."

School of Engineering

The School of Engineering at Mississippi State is not well equipped in comparison with many other schools in the region. Additional personnel is needed, and the special fields of architectural engineering and petroleum engineering should be included in the program.

> It is recommended that the budget of the School of Engineering be revised to include estimated costs of added personnel and equipment as follows: (The need for an engineering experiment station and its estimated costs is discussed separately).

	Costs	
	Capital Outlay	*Operating*
Personnel		
Civil engineering		$10,000
Electrical engineering		
Mechanical engineering		
Architectural engineering		
Petroleum engineering		5,000
Equipment		
Civil engineering	$ 20,000	
Aeronautical engineering	40,000	
Electrical engineering	10,000	
Mechanical engineering	35,000	
Drawing	6,000	
Architectural engineering	3,000	
	$114,000	$15,000

Engineering Experiment Station

What Mississippi needs more than anything else to improve economic conditions is a better balance between industry and agriculture. The state cannot afford to support technical research designed to make discoveries in the field of engineering, but it can profit from making an investment in the application of engineering to the State's development. This can be done by evaluating the natural resources that may be utilized in industry and by authentic surveys of towns and cities with the view of determining what industries may be profitably conducted.

> It is recommended that there be maintained as a part of the School of Engineering an engineering experiment station which shall make surveys and studies of the communities and resources with the objective of promoting industrial development.

This work may be initiated on a small scale. It may be started with one full-time engineer who can be aided by part-time assistants as they may be assigned to survey work and investigations for a short period of time. In addition to the faculty members in engineering and the staff of the agricultural experiment station, it is often possible to secure help (funds and personnel) from towns, private industrial corporations, and public utilities.

An effort may be made to develop industries large and small. In the case of a large industry the engineering experiment station could perhaps render its greatest service in certifying to the extent and value of natural resources.

Too often Southern states seek large industries from outside the state to the exclusion of the greater possibility of developing small industries through local effort. It may be a small thing, but every community in Mississippi needs a freezer-locker plant. A survey dealing with such plants including the answers to all questions that may be asked concerning organization, financing, and operation will aid in increasing the number of locker plants. Dozens of other such examples could be cited. To carry on such a service is a function of the land-grant college.

The minimum cost of an engineering experiment station may be as little as $5,000. Ten thousand dollars is suggested for consideration, distributed as follows:

	Costs	
	Capital Outlay	*Operating*
Personnel		$ 6,000
Material, Supplies, Clerical Services		3,000
Equipment	$ 1,000	
	$ 1,000	$ 9,000

GENERAL RECOMMENDATIONS

Salary Schedule

The minutes of the Board of Trustees for January, 1937, include a report of a committee that made six recommendations for the improvement of the work of State College. The recommendations were made after the committee had visited land-grant colleges in thirteen states. Since then five of the six recommendations have been put into effect. The sixth which has not been made effective reads as follows: "We recommend that as soon as possible, some way be found to increase salaries at State College in order that we may compete successfully with other states with reference to personnel. This is imperative."

The need pointed out in the above quotation is no less apparent today than it was in 1937. It is believed that the most important single step that could be taken to improve State College and the service it renders would be to set up an adequate salary scale for the college staff. It is hereby recommended in the strongest possible manner.

A school is no better than its teachers. Teachers on the average are no better than the salaries paid them in relation to those in other schools in the same classification. At least three good reasons can be advanced why the salary schedule at State College should be radically revised upward. These are as follows:

(a) The salary schedule at State College is lower than that of most of the land-grant colleges with which it must compete in recruiting faculty members. A comparative study shows that two states (North Dakota and South Dakota) pay faculty members holding the rank of professor less than Mississippi. Three states (Texas, North Dakota, and South Dakota) pay associate professors less than Mississippi. No state in the nation pays assistant professors in its land-grant college less than Mississippi. No state pays faculty members with the rank of instructor less than Mississippi.

(b) In the recruiting of faculty members, State College must compete with the large agencies of the Federal government and with business to a greater degree than must educational institutions in general.

(c) During the past ten years, 196 persons have resigned from positions at Mississippi State College to accept other employment at higher rates of pay. The loss over this decade has been more than 100 percent of the persons employed at Mississippi State during a normal year. Some loss at any salary scale is inevitable, but this is excessively high, and unfortunately, with but few exceptions, the tendency is for the best men and women to leave the institution.

A new salary schedule once adopted would apply to employment of new faculty members. For persons now employed on the faculty, it is suggested that adjustments be made over a two- or three-year period to bring their compensation in line with the new schedule. It is believed that in order to set up a salary schedule that is adequate to enable State College to compete with its sister land-grant colleges an additional appropriation of approximately $200,000 annually would need to be made. It is strongly recommended that the Board of Trustees perfect a plan for meeting this the greatest need of Mississippi State College.

Permanence of Tenure

It has been stated, perhaps without justification, that permanent tenure for faculty members is not recognized in Mississippi. The statement appears to be based on the fact that new contracts are made annually. Naturally, a new budget must carry the salary of each faculty member. It is obvious that this practice contributes to a feeling of insecurity on the part of many members of the college staff. A feeling of insecurity on the part of a teacher is not at all conducive to the best performance of duty. In fact, complete congeniality of employment is needed to secure the optimum performance of duty from any staff member. The lack of a system of regular promotion in rank and salary is almost as serious a factor in undermining the peace of mind of a teacher as is the feeling of insecurity resulting from an inadequate tenure policy.

It is believed that the Board's policy should include provisions that tenure is temporary at only certain ranks, for example, instructor and assistant professor or when a new person is employed at a higher rank; that after a probationary period or after the attainment of a certain rank, perhaps that of associate professor, permanent tenure, with the usual exceptions, can be assured. It is suggested that the policy also include provision for annual increment in salary for the lower ranks and a definite plan by which faculty members may be advanced from one rank to another. The plan should also include a statement of policy relating to summer compensation. The adoption and promulgation of such a statement of policy would be highly appreciated by the faculty, would simplify budget making, would improve morale, and might be a timely safeguard against unwise political or personal action in the future.[3]

Building Needs

The details of the building needs at Mississippi State College are contained in the chapter of this study dealing with physical plants of all institutions of higher learning of Mississippi. Buildings needed at State College and the order of priority are listed in Chapter 13, "Physical Plants."

Institutional Policies

In 1938 and again in 1945 statements concerning administrative policies, procedures, and regulations were prepared and issued by the president of Mississippi State College. There appears now to be a need for bringing together a complete and up-to-date statement regarding the institutional policies of the college. But the tendency here, as at other institutions, has been to consider each institution as if it were not a part of a state system of higher education which should be unified. That is true of State College no less than of the others. Hence the recommendation made here must be read in connection with Chapter 8, "Institutional Policy in Relation to a Unified State Program."

> It is recommended that such a statement be prepared by the president, with the aid and counsel of his faculty, and that it be modified and approved by the Board of Trustees in the light of the foregoing consideration.

This statement of institutional policy should include the following items:

(a) A clear statement of the objectives of State College.

---

[3] For further discussion and detailed recommendations, see Chapter 9, "Faculty Organization and Administration."

(b) A statement of the college's legal status and its relationships to other state agencies and institutions.

(c) A well-defined statement of the responsibilities of the college to the people of Mississippi. (This statement should set forth clearly the obligation the college has to the agricultural interests of the state and should show the relationships between its responsibility to the farmers of Mississippi and to other groups who have justifiable demands on its services.)

(d) A description of the organization of the staff with respect to the different schools and the administrative officers of each.

(e) A listing of all administrative officers of the college with detailed statements of the duties of each.

(f) Complete statements concerning the relation of administrative policies to faculty members including the duties, rights, and privileges of the staff personnel.

(g) A statement of any policies adopted by the Board of Trustees that affect the administration or functioning of State College.

(h) Finally, the institutional policy of the college should set forth in some detail the relationship between the teaching function and the research function of the college as a whole. A clear statement should be made concerning the teaching responsibility of the college and its obligation to train citizens of Mississippi to meet the needs of their daily living. An equally clear statement should be made of the responsibilities and intentions of the research activities conducted by the college. Probably a delimitation of research activities to be conducted by the college should be included. The publication of such an organized statement of institutional policy will prove useful to all persons concerned. It will aid the administration of the college and will serve as an official guide in all questions pertaining to procedures and practices.

IN CONCLUSION

The foregoing pages deal specifically with Mississippi State College and include the reasoning and recommendations resulting from studies and discussions by the Study Staff. A few statements remain to be made. If they appear to be repetitious they appear likewise to be justified by reason of the emphasis due them.

The work of the land-grant college is of the utmost importance to the economic welfare of the people of the state. This is true not only because Mississippi is predominantly rural in character but also because farming is changing very rapidly and requires trained leadership and specific information concerning new enterprises, production methods, and marketing facilities and services. The land-grant college is important too because it is charged with the responsibility for conducting research and for making the results of its studies and investigations available to all people of the state who can use its findings. In short, the work of the land-grant college is completely interrelated with the utilization of the state's natural and human resources.

Services rendered by Mississippi State College to the state have been and are highly commendable, but if the people of Mississippi expect State College to provide the educational services demanded of it, and to improve and consolidate further its present services, they must be willing to provide the additional facilities and financial support necessary to make these possible. It is the considered opinion of the Study Staff that all monies so used will be wisely invested.

Chapter VI, Section d

MEDICAL, DENTAL, AND NURSING EDUCATION

MEDICAL EDUCATION

A. Ratio of Physicians to Population

The 1940 census shows that Mississippi has about one-half as many physicians as the national average in proportion to the population, that is, 61 per 100,000 population, as compared to 125 per 100,000 population, the national average. This gives a ratio of one physician to 1,640 of the State's population. This census gave Mississippi the rank of forty-eighth among the states in physicians as related to population.

Considered from the standpoint of white population only, Mississippi ranks high, or as the eleventh state, with 141 physicians per 100,000 population as compared to 136 physicians per 100,000 population, the average for the nation as a whole. On this single basis, Mississippi ranks high, but of course can not be satisfied; its Negro population must not be left out of the count.

Since the onset of the war, Mississippi has lost 218 of its physicians in the most active period of practice to the armed services. Further, the state has an excessively large number of practitioners of medicine who are over 65 years of age. This is computed to be 388, out of a total of 1,112, as of February 22, 1945. In 1941-1942, according to the records of the United States Public Health Service, Mississippi had 479 practitioners over sixty-five years of age, about one-third of its total number. Viewed from any standpoint, or on any basis, Mississippi is short of medical practitioners.

What correctives can be advised to meet this situation most expeditiously and inexpensively? An acceptable standard to work toward would be a ratio of one physician per 1,000 population.

B. Meeting the State's Needs in Physicians

A generation or two ago increasing the number of physicians in any state was not so difficult. Then any practitioner of medicine could establish himself wherever he found potential patients and the mere mathematical increase in medical school graduates was likely in time to meet the state's requirements in medical service. The situation is far different today. A state might establish multiple medical schools and still be short of practitioners, for they can no longer make a living at the cross-roads and cannot be expected to settle there. They require these three essentials: (1) Facilities for practice, such as diagnostic laboratories and hospitals of quality, varying in scope as local conditions require; (2) association with other practitioners and auxiliary personnel expected to supplement their own interests and abilities; and (3) patients in sufficient numbers economically able to pay their bills, to make possible building a home and rearing a family under favorable circumstances, including proximity to good schools, churches and other cultural influences.

The complexities of modern medicine are such that the young graduate can no longer set up at the cross-roads for his work, in isolation. Nor can diagnostic centers and community hospitals be expected for long to perform their functions, as good as they are, in isolation. The time is fast approaching when the hospital, like the individual practitioner, will also see association with other larger hospitals for the assistance which they can give. The United States Public Health Service and others have emphasized the wisdom of organizing medical facilities from the smallest to the largest units into a system with a base hospital at the center, with strategically located district hospitals around which community hospitals and health centers will be organized like a solar system. The purpose of this organization is not merely to provide easy referral of difficult and complicated cases from the smaller to the larger institutions, but equally important to provide consulting service, working out from the center to the circumference of the organization, to afford on an itinerant basis what the smaller communities lack and at the same time to make possible a continuation educational program, both in the field and at the base hospital. This educational program would expect to use both local and out-of-state talent to accomplish its full purpose.

Unless the state can develop an ample hospital system and can assure reasonable economic returns from medical practice, it can hardly expect a sufficient number of physicians to be available, regardless of facilities to educate them, nor can it expect the type of medical care which our people today should have and can secure, when all the essential factors are operating to this end.

There is actually not much relation between the presence or absence of a medical school in a state and the number of physicians to be found there. There are, for example, twelve states in our country without even a two-year medical school that rank far higher as a whole than Mississippi in the proportion of physicians to the population. These are Arizona, Delaware, Florida, Idaho, Maine, Montana, New Mexico, Nevada, New Jersey, Rhode Island, Washington and Wyoming. Sparsely populated Nevada has more than twice the number of physicians in proportion to the population that Mississippi has, and Florida, a southern state, has 108 physicians per 100,000 population as compared to Mississippi's 61.

As pointed out previously, Mississippi stands very well in the proportion of physicians to its white population. On the other hand, only fifty-two Negro physicians, two of them women, are reported in the state, notwithstanding the very large Negro population present. The state, it would seem, should look more largely to the service of the Negro physicians to meet the needs of that race. One is compelled, therefore, to recommend subsidizing Negro medical students at Meharry Medical College, Nashville, as is done by the states of Tennessee and Virginia and will probably be done by other states before long. At present, Virginia, to illustrate, by legislative enactment, provides that the governing board of the Virginia State College for Negroes contribute to the cost of the education of a maximum of twenty-five medical students and ten dental students at Meharry Medical College during the current biennium, which closes June 30, 1946, the amount of the contribution being $500 a year for each medical student and $400 for each dental student. The State College also provides tuition and certain allowances for travel. It is to the distinct advantage of the South to support the high-class medical and dental school for Negro students, located in Nashville; for a long time it will serve the whole area.

It should be borne in mind that the public is not interested in medical education for its own sake. It is rather interested in the services which can be derived from such education. Before any state embarks upon establishing a four-year medical school, which is expensive to begin with and requires large appropriations annually, it should assure itself whether this venture will accomplish what is expected of it. It is hoped that sufficient has been said here to make clear that there are other factors which operate to attract and hold physicians within a state besides the mere presence of a high-class medical school.

From 1931 to 1940 the Commonwealth Fund provided 44 Mississippians with liberal undergraduate scholarships for medical education outside the state, with the understanding that those holding these scholarships would practice medicine in Mississippi for a period of at least three years. The record shows that ten of these scholarship holders are now practicing in Mississippi; one has died and the rest of them are in the army and other services, as required. It has been stated that this record clearly demonstrates that education cannot be provided at institutions outside the state with any assurance that these graduates will continue to practice in Mississippi. It is hinted that they have been weaned away from Mississippi by their residence elsewhere. If they had left the State of their own accord, which is not the case, it could just as well be argued that the reason they are not practicing in Mississippi today is the lack of attractive practice opportunities in the state. There has not been time to communicate with these scholarship holders to get their views on the situation. This procedure, however, is recommended for the future. (See addendum this chapter.)

C. STATUS AND DISTRIBUTION OF HOSPITALS IN THE STATE OF MISSISSIPPI

There are 80 general hospitals in the state with a total of 3,800 beds, with an average daily bed occupancy of 1,934 reported before the war. Of these, fourteen are approved by the American College of Surgeons, but none are approved for interne and residency training by the American Medical Association, except the residency in tuberculosis at the State Sanitorium. These hospitals are widely distributed, fortunately; are small, three-fourths of them ranging from nine to fifty in bed-capacity; and many are privately owned. It is obvious that physicians, not finding hospitals available as community enterprises, have been forced to build facilities to meet their requirements at their own expense. It can hardly be overemphasized that hospital construction and hospital support is just as definitely a community responsibility, though a newer one, as construction and maintenance of schools. Just as we have long since passed the time when teachers are expected to provide school houses and equipment, we must speed the day when physicians will not be expected to provide their service facilities. Many a physician has put the savings of a lifetime into institutions on which his family later realized only a modicum of the original outlay.

Despite the spread of hospitals over the state, Mississippi ranks low both in the ratio of beds to the population and in their use. In 1940, Mississippi had 15 beds per 10,000 population as against an average of 35 for the same population group in the United States as a whole, and 62 to 10,000 in Nevada, the highest ranking state. Another method of rating status in hospital beds is to show their ratio to population in this manner. Mississippi has about 1.5 beds per 1,000 population against an average in the United States of 3.3, whereas an approved ratio is 4.5 beds per 1,000 population. Further, only Arkansas ranked lower than Mississippi in 1940 in the yearly admission of patients per 1,000 population, 37 as against an average of 70 for the nation. In the same year, Mississippi did rank high in the percentage occupancy of beds available, but low in the days of hospitalization per 100 population. On the latter, the state showed 37 days, the lowest for the nation per 100 population, as against 90 days per 100 population for the nation. Another index of hospital use often applied is the percentage of live births occurring in them annually. In 1942, 21 per cent of its live births were in hospitals as compared with more than three times that number, as an average, for the nation as a whole. In such states as Connecticut, Washington, Oregon, and New York, from 92 to 95 per cent live births occurred in hospitals.

From the data just given it is not difficult to see that Mississippi has a long way to go in providing and using hospital facilities, even to catch up with the average in our country, if nothing more. This general situation, it is believed, counts heavily against attracting and holding young physicians, modernly prepared, within the state. Until a suitable change is effected, a four-year medical school is likely to result in considerable frustration of the objectives in view, to give the state an adequate program of health service.

D. INFLUENCE OF INTERNESHIP

While there are no known statistical data to support this view, it has often been noted that the place a medical graduate takes his interneship influences directly his location for the practice of medicine subsequently; this is only to be expected. During his interneship the medical graduate develops a variety of contacts and friendships and sometimes community interests which powerfully influence his plans for practice.

In the older days interneships were accepted with less regard to their character than today. This change has been brought about by the requirement that interneships and residencies be served in hospitals approved by the Council on Medical Education and Hospitals of the American Medical Association, as one of the requirements for admission to examination for certification by the various specialty boards of the United States. Even though not knowing whether he may wish to specialize subsequently in some branch of medicine or surgery, the interne is reluctant to handicap that future possibility by taking an unapproved interneship. He has also come to realize that an interneship in a teaching hospital, or at least one that emphasizes a teaching program, is to his advantage.

It must not be overlooked that regardless of the location of a medical school all its graduates will not take interneships and residences in the hospitals of that institution, or even of that state. It is often argued by the senior medical student that he has already spent a long period in the hospitals of his school and, therefore, should seek new contacts and new learning experiences in other institutions. Besides, the teaching hospitals of no medical school can accept all its graduates. The layman hardly realizes that an interneship covers from one to two years and assistant residencies and residencies from two to four or five additional years in preparation for the specialties. This means that the house staff of any teaching hospital will be made up of men who have been out of school from one to five or more years, and, therefore, the number of first-year internes which can be taken is not large. If Mississippi wishes to attract medical graduates to the State and wishes to hold those who may train within the State, high-grade interneships and residencies must be provided. If only interneships are provided those who may wish to specialize will of necessity be compelled to leave the state, with the chance of being lost to other communities. It should likewise be emphasized that a teaching hospital has as definite responsibilities for the education of graduates in the specialties as it has for the teaching of undergraduates. This is an entirely new development which has come mainly during the present generation. Some of the older men in practice hardly realize its existence and significance.

E. FUTURE PATTERN OF MEDICAL PRACTICE

The trends of medical practice today definitely indicate that tomorrow a relatively small percentage of medical care will be delivered to the homes of the sick, except in urban communities; even in towns and cities today this trend is also apparent. When those who live in the open country require medical service, except when desperately ill, they will seek this in a doctor's office, often located in or near a health center or community hospital. If hospitalization is required that will be taken care of locally as far as possible; if no hospitalization is recommended the patient will be seen subsequently in the doctor's office. There are communities now in this country where the public has been trained to go to a community hospital for health service either as an outpatient or as an inpatient, with only occasional home calls to meet emergencies. This involves proximity, good transportation, good medical and associated personnel, and good physical facilities. When the patient travels more and the doctor travels less a community can get along with fewer physicians.

Another tendency of our time, which may assume even more rapid tempo after the war, is the practice of doctors to associate themselves in groups, frequently in or near hospitals; this has advantages both for the patient and for the practitioner.

Almost every state in the union has sparsely settled or isolated communities to which delivery of the medical services needed can never be expected unless the physicians serving them are given a subsidy by the state or a corporation for whom these individuals may work. The Province of Manitoba, Canada, has solved this problem on that basis. Undoubtedly Mississippi must face this issue in some manner if all its people are to be given medical attention which in these times is regarded as essential.

F. STATE HOSPITAL SYSTEM

The development of a hospital system for the State of Mississippi with a maximum of local responsibility and control is strongly recommended. Looking forward to the ultimate development of a four-year medical school in the state, the Board of Trustees of the Institutions of Higher Learning should be given the responsibility for outlining this system in detail and promoting it. The first move in this direction would be appropriate action by the state to turn over to their respective communities the five charity hospitals for which state appropriations are now made, leaving it to the communities themselves to decide whether these hospitals should be abandoned or continued. Hospitals, like schools, are dear to the hearts of the people, serving them immediately, and should be under their own duly selected boards of control. It is recommended that these boards be made up of laymen, to hold the property, determine the policies, appoint the administrative and technical personnel and hold them responsible; approve the medical staff, et cetera. Many of these functions should be performed on the advice of a properly constituted medical advisory committee.

A survey of the five state charity hospitals in Mississippi was made in December, 1939, by the American College of Surgeons. One of its recommendations was that these hospitals be discontinued and another plan for the care of the sick poor substituted. The report of the Recessed Hospitalization Committee of the Mississippi House Representatives, created by House Joint Resolution No. 43 of the 1940 session, majority report, recommends (page 19) "that authority be vested in the Governor to transfer by proper conveyance to be executed by him, possession and title to whatever interest the state of Mississippi may own or have in the five charity hospitals, viz, State Charity Hospital at Jackson, Charity Hospital at Vicksburg, Charity Hospital at Natchez, Charity Hospital at Laurel and Mattie Hersee Hospital at Meridian, to the counties and municipalities, or either of them, in which each respectively is situated, on such terms and conditions as may be agreed upon by the counties and municipalities and the duly authorized representative of the state, and that funds be appropriated to make necessary repairs on the buildings conveyed."

Since the charity hospitals are not fireproof and modern, consideration should be given as to whether funds for their repair should be appropriated, except as may be necessary to meet emergencies until such time as the communities involved may be otherwise provided with modern hospital facilities.

It will be noted that the reference above is to the development of a hospital system for the state rather than a state hospital system. Accordingly, in developing plans to provide state-wide hospital facilities due consideration should be given to all existing hospitals. It is possible that the Federal government may shortly make available funds for state hospital surveys and studies. Such funds may be the most ready means of implementing the suggestion here set forth. Further comment, however, should be made to give a general view of what the outcome of a planned system of hospitals might be.

The hospital system of Mississippi here contemplated would ultimately include a large, centrally located state owned and operated hospital, no doubt in Jackson, and two other centrally located hospitals, one in the third Supreme Court District. Thus there would be one chief central hospital region, covering the first supreme court district, and two other regions, the second and the third districts. The hospital of the first region would in time, no doubt, come to have seven hundred or more beds, whereas the hospitals of the second and third regions would be smaller, ultimately, possibly not more than five hundred beds. The latter figure is named because it is today almost impossible to maintain a complete hospital with fewer than five hundred beds. On this the experts can hardly disagree. The functions of the hospitals of the second and third regions would, in a number of respects, coordinate with the chief central hospital, but in the judgment of your consultant, it would be a serious mistake to plan a hospital system with only this chief central hospital. Distances in Mississippi are too great to operate on this basis. Too much travel time would be required for itinerant laboratory and clinical consultants to cover the state from one point. Long distance referral of patients to Jackson would also be excessive and expensive, to say nothing about family difficulties which are often involved when the sick are too far from home.

Additionally, there should be a few other hospitals of 100 beds or more, strategically placed, not state-owned. Along with these and around the central hospitals would be located community hospitals of about 50 beds and also health centers to house public health activities, with offices for physicians, or even a physician, diagnostic laboratories, x-ray equipment and other resources essential for diagnostic work and in instances a few beds to take care of emergencies and uncomplicated obstetrical cases. How much hospital development will take place within health centers remains to be seen and is dependent in part upon the accessibility of the population around these centers to community hospitals. Thus, there should be a system of smaller units allied to large units, on up to the central institution as suggested earilier in this report.

While the location of the units of a hospital system is important, yet more important are their functional relationships. Small hospitals cannot support the specialists necessary to meet all their routine requirements, hence the specialists must be made available from the larger centers, even from the very biggest one if necessary, on a "circuit rider" basis. An x-ray man or a pathologist would, for example, be on duty at one institution today and at another tomorrow and so on within the limits of his time. Similarly, the other specialists like orthopedists, urologists, neuro-surgeons and the like would take their turn in serving the various hospital units throughout the State. Some of these specialists might be available from New Orleans and from Memphis to supplement those within the state when the program begins.

The purpose of this circulation of specialists is to furnish the sick of the smaller communities specialized services when required and also to serve definite and important educational purposes for local hospital staffs. When general practitioners and specialists learn to work together in this manner it has been demonstrated that the general practitioner no longer complains of working in isolation and does not hesitate to take his patients or to go for advice to the large medical institutions for the assistance available; thus the cooperation becomes a real two-way affair, not one-way referral only. Undoubtedly, we have come to the time when hospital organization will begin to take the pattern here suggested. It is being recommended from many sources and the success of it in England is being cited.

The complexities of a hospital system for any state are such that undoubtedly a whole-time administrator would be necessary. Much of his time in Mississippi would be required in visiting hospitals throughout the State, conferring with leaders, arranging programs for consultation and postgraduate education, arranging for the referral of patients and almost numberless other significant activities. He would be a master coordinator, ever alert to secure the widest possible cooperation and effective results. The cost of administering the system, independent of the cost of administering the regional hospitals themselves, and the cost of consulting and educational services for the whole state could easily run to $100,000 a year or more, if well done.

The three central hospitals under this hospital system would be its only unit completely or largely supported by the state. The state and also the Federal government might contribute towards the cost of local hospital construction and Mississippi would probably continue its per diem fund for local hospital support, the responsibility for distributing these funds to be transferred to the Board of Trustees of the Institutions of Higher Learning whenever the first central, regional hospital is built, even though a four-year medical school might not be established at the same time. Just as important as the proper distribution of per diem funds is also the follow-up in the field to ascertain the type of service which is being given to patients receiving the benefits of the fund; an orderly efficient system of disbursements and follow-up, free of political influence, is strongly recommended.

In planning the first central hospital, let us say at Jackson, the use of a hospital consultant, the best available in the country, is suggested. It should be remembered too that hospital development parallels in a good many respects school development. Many years ago the public schools were thought to be for the poorer classes but when these schools came to be good enough the taxpayer, both rich and poor, began to patronize them. Thus it is when any public agency reaches a certain point of perfection the public insists upon its availability to all classes. Even privately endowed medical centers, where to begin with the restrictions on whole-time service for staff members did not make them available to the public, have found it necessary to liberalize these restrictions. So it may well be in Mississippi, as well as elsewhere, that if a high-class, departmentalized, fully equipped, ably staffed, centrally located hospital is established all classes of the public will insist on securing services there. It is recommended that from the beginning private beds be provided in any institution of this type which may be built. Some members of the medical profession may not be altogether happy about the presence of private beds in a state-supported hospital because these beds may seem to compete with their institutions; nevertheless this issue should be faced frankly and dealt with. Staff members, internes, residents, and other personnel need the contact with high-class private patients for their continued development just as much as the public needs their services. A hospital of different units and sections for patients of different classes which serves the total population can be operated on a much higher plane than a hospital specializing in the care of indigent patients—at least this position is borne out by experiences even though it might not seem to be true necessarily.

In the location of the central hospital in Jackson, and the others elsewhere for that matter, ample grounds for future development should be secured from the beginning, for one can foresee that the care of the acutely ill psychiatric case, of terminal cancer cases, chronic illness, contagious diseases, special research activities, and many other things to come in the future, must sooner or later be provided for.

Another suggestion seems to be in order. Jackson already has in the Mississippi Baptist Hospital an active, growing institution which provides care for ward cases, both white and Negro, as well as private cases. The strength of a medical center depends upon consolidation and cooperation. It should, therefore, be ascertained from the board of the Baptist Hospital whether before future expansion of their institution is begun they would consider abandoning their present site, locating the new facility in the area and as a functional part of the new medical center. The present Baptist Hospital might be converted into apartments or other valuable uses. Merely a casual visit to this institution shows that it is limited by lack of sufficient available space for future development to secure the most approved results from construction. It is realized that growing institutions are often hesitant about making a move like the one here suggested, but if sufficient diplomacy in setting forth facts presented is employed, it is believed that before many years the wisdom of joining the new medical center set-up will be abundantly justified.

Where good hospitals are made available to the Negro population, patronage, though perhaps slow at first, grows rapidly in time. With Mississippi's large Negro population it can be expected that perhaps as much as fifty per cent of the ward space in any central state hospital should be set up for the care of Negro patients. Local care for them will be scarcer than for white patients for many years to come and with the development of better transportation these patients will as in other states go for service to a central agency, even though remote from home by many miles. There is no reason to believe that the experience in Mississippi will be different.

Although no state has developed a hospital system like the one here outlined, the elements involved are well recognized. Certain parallelism between the educational system of the state and a hospital system justifies comment. In Mississippi the regional hospitals proposed for the first, second, and third Supreme Court Districts might be thought of as heading the system, the hospital for Jackson comparable to the State University and the other two hospitals comparable to well located colleges. Then in order would follow well placed smaller hospitals comparable to general purpose high schools and the community hospitals and health centers comparable to local schools. Thus, all the units of the hospital system would be under local boards and local jurisdiction except the three regional hospitals. The mounting interest of the public and of the profession in hospital facilities parallels interest in public education. In such circumstances it will be easy to make the great mistake of setting up too many small community hospitals which will call subsequently for consolidation in the interest of efficiency and reasonable cost, not unlike what has had to be done in school consoldiation. It may not always be possible to have a hospital within from 25 to 45 miles of every citizen in the State, although that is an ideal to be worked toward.

It should be clear that the proper location for hospital facilities will require considerable study, bringing to this work the results of field surveys, whatever the State Planning Board can contribute, and whatever national groups, like the Commission on Hospital Care (22 East Division Street, Chicago), can contribute. Noting the mistakes in developing public education in this country ought to preclude similar mistakes in the development of hospital systems. It would be well in Mississippi to develop a relatively complete state plan before making the first move toward its realization. Across the years elements of the plan will change, and should change, but following a comprehensive plan from the beginning is definitely urged. To work this out will cost some money, perhaps $15,000 to $25,000. It should be emphasized further that any such plan must not deal with structures alone, but with functions as well. Small hospitals like small schools are not complete in themselves and must be related to larger units to which they will look for consulting and educational services, as previously emphasized in this report. It cannot be stated too strongly that the functions of a hospital system are far more important than the structures themselves, no matter how well located.

Finally, it should be emphasized that Mississippi is in a much more favorable position than many states to develop a superior hospital system, because of its present rather limited hospital development. There is less vested interest to be dealt with; there is less of the wrong kind of hospital development, which in some states cannot be changed or scrapped, and there is undoubtedly an earnest desire on the part of many to achieve new objectives in hospitalization. Thus the state has a preeminent opportunity to bring itself speedily to something approaching first place in the nation by beginning now to develop a regionalized hospital program aimed at giving superior local care, superior continuous educational opportunities for the local profession, superior attractions to young graduates to locate for practice and ultimately assist them by easy referral of cases to regional hospitals when their condition so suggests. Here is Mississippi's opportunity to score a first place among the states.

G. PRE-PAYMENT HEALTH SERVICE PLANS

There is a growing awareness on the part of the public in many sections that pre-payment for sickness-disaster is fully as important as pre-payment for fire-disasters. This is evidenced by the sixteen million and more enrollees in the Blue Cross Plan for hospitalization in the United States. Wherever this plan has been well set up and promoted aggressively like any other business, it has succeeded amazingly. In some states, coverage is now offered in a second contract to provide for medical and surgical fees during illness in a hospital, limited to those who hold Blue Cross hospitalization contracts. This medical service contract is often referred to as the Blue Shield program.

Although the Blue Cross plan, generally, provides for hospital care in semi-private rooms it is possible to lower the cost to the individual by providing for service in the hospital wards. In some instances, this contract includes complete coverage of all hospital, medical and surgical expenses. It is believed that third type of contract for ward service might be developed for those who can pay only a portion of its actual cost, the state and the local community to pay the remainder. If therefore, the principle of pre-payment were pressed far enough, it is probable that every citizen of the state could be provided with one type of contract or another. To be specific, each family of the low-income group can be provided with a ward contract for hospitalization with certain initial and maximum limits of service at from $12.00 or certainly $15.00 a year, assuming the state and local government would provide for the cost of administering the plan. On this basis many families could contribute one-half of the yearly cost or its full cost, although the same families now make little or no contribution toward their hospital care for lack of pre-payment arrangements.

So many data are now available as to how to organize and administer hospital and medical insurance plans that a well-chosen, public-spirited group of laymen with the advice of an actuary borrowed from some insurance company and with the counsel of representatives of organized medicine can set up and administer procedures to provide any type of service agreed upon for a whole state. The American Hospital Association in Chicago and the Committee on Research in Medical Economics in New York City are sources to draw on for assistance in this question. In April, 1944, the Farm Foundation in Chicago conducted a conference of nation-wide scope on medical care and health service for rural people. The proceedings of that conference merit study.

Since eighty per cent of Mississippi is classified as rural, some will argue that pre-payment plans for medical care cannot be effectively operated. It is, to be sure, simpler to sell these contracts to industrial workers with payroll deductions to cover the cost, but it is now the experience of a number of communities and of states that the rural population can likewise be served by the Blue Cross and Blue Shield plans. Organizations for work in rural communities must be different and the overhead of administration will be somewhat higher, but the job can be done effectively. In some instances some of the sales work can be promoted from local hospital and medical centers, even to the smallest, working under the guidance of a fully rounded state organization.

H. SCHOLARSHIPS AND LOAN FUNDS

Interest has been expressed in Mississippi in some plan of providing scholarships for worthy country boys to make it possible for them to study medicine with or without agreement to return to the country for practice. It is not believed that such a scholarship system can be depended upon to provide all the country doctors needed. Nevertheless, it can make a definite contribution in that direction. Another way of meeting this situation is to provide a state loan fund for promising young people, male or female, white or non-white, who may wish to become physicians, with such inducements as the cancellation of one-eighth of the loan for each year the individual practices in a country district approved by the appropriate authority. Thus, if a student were lent $800 a year, with interest, giving two notes for $400 each, one of these notes would be cancelled for each year of practice in an approved location. Meanwhile, he would keep up the interest on all notes not cancelled. He should also have the right to pay off the loan and be relieved of any further obligation. This method of encouraging young people to study medicine can obviously be handled in a variety of ways. The legislature of North Carolina this year appropriated $50,000 as a loan fund for medical students who will promise to practice in rural areas for at least four years. This is the largest amount available by state appropriation for this purpose yet reported. Details of its administration are not yet available.

It is believed that service loan funds offer distinct advantages as compared with scholarships. They develop in the borrower a greater sense of responsibility to meet the obligations under the terms of the loan; they can be paid off with service or money under a variety of plans; their administration involves a fine element of democracy, a business transaction rather than a gratuity thus reducing to a minimum possible charges of favoritism or politics in their award.

I. CONTINUATION STUDY

Mississippi has had considerable experience in arranging post-graduate opportunities of short or longer duration to enable physicians conveniently to better keep abreast of the developments in medicine; these are superb in scope and worth. It is to the unquestioned advantage of the state to make continuation study available to increasing numbers. The Commonwealth Fund and the State Board of Health should be congratulated for their work in promoting continuation study; the list of those served is impressive. The Board of Trustees of the Institutions of Higher Learning might well ascertain from the State Board of Health in what respect the Trustees can assist in this work, which is regarded in some states as so important as to justify special buildings and facilities for its prosecution. The University of Minnesota, for example, was the first to build such a structure to house continuation study activities in all fields, not in medicine alone.

J. THE WORK OF THE STATE BOARD OF HEALTH

The leadership of the Mississippi State Board of Health has been so superior that it was natural for it to assume some functions not generally regarded as those of such boards. This is not said in criticism but rather in congratulation and at the same time to suggest that as stated above it will in the future be necessary for some differentiation in function to be made as between this Board and the Board of Trustees of the Institutions of Higher Learning; otherwise, overlapping responsibilities may bring confusion and loss of effectiveness.

The Mississippi State Board of Health has already shown in an outstanding way its capacity for cooperation with the State Department of Education in the coordinated Mississippi school health service, which may become a model for the country. There is every reason to believe that the Board can similarly cooperate with the Board of Trustees of the Institutions of Higher Learning, leaving mainly to the latter the task of general medical education, both under-graduate and post-graduate, and also responsibility for the development of a medical center in Jackson, and elsewhere, fully integrated in functions with outlying hospitals. On the other hand, the State Board of Health would continue its time-recognized responsibility of informal health education and preventive medicine with fundamental service to the profession through its state laboratories and laboratory branches.

Mississippi is so well on the way with its public health program that it would be a serious mistake if the state's present interest in medical educaton and medical care should in any way restrict the activities of the Board of Health by reason of inadequate financial support or otherwise.

K. THE MEDICAL SCHOOL

At the school of medicine of the University of Mississippi, established in 1903, for the first six years only the first half of the standard four-year course in medicine was offered. Then for two sessions, the last two, or clinical years, were given at Vicksburg in connection with the State Charity hospital there. This terminated in 1911 with the graduation of one class. At present the University of Mississippi offers a two-year medical course in the basic sciences and students must go elsewhere for the third and fourth years of instruction. At the moment, the transfer of students is relatively simple and automatic under the accelerated program in operation. However, at other times, it was not always possible for students to be readily admitted for their clinical years at other schools, this being true particularly for those less apt scholastically in each class.

From "Ole Miss Medical Alumni," reprinted from the "Mississippi Doctor," May, 1941, pp. 673-679, certain data are drawn and quoted here to set forth the excellent record of the University of Mississippi school of medicine. There have been (1941) 652 graduates who have obtained their M. D. degrees or are still in school completing their clinical years. These have taken their clinical training in 40 different schools in 19 states. Of the 551 certificate holders of the University of Mississippi school of medicine engaged in active practice, 223, or 40.5 per cent, "have returned to Mississippi to engage in practice, even though they spent two or more years in another state in obtaining their M.D. degree and interneship.

"On the other hand, 346, or 62.2 per cent, have located in Mississippi and its four adjoining states, Alabama, Arkansas, Louisiana, and Tennessee; and 492, or 76.5 per cent, have remained in eleven states making up a solid block of Southern and Southwestern states.

"The tendency for our graduates to return to Mississippi to practice medicine, or to remain in Southern states, has been increasing ever since the selection of applicants for admission to this school has been practically limited to bona fide citizens of this state."

The foregoing picture does not reveal that when graduates of the present two-year school of medicine complete their medical education in 40 medical schools in 19 different states, that they have either been weaned from the good state of Mississippi or the Southland. If approved interneships had been available in Mississippi there is no telling how many medical graduates would have returned to the state for that educational experience and likewise, if hospitals of the type and organization suggested herein were already operating, one could hazard the guess that Mississippi would now have within the state almost as many practitioners in proportion to the total graduates as other states with approved hospitals and four-year medical schools.

L. SENTIMENT FOR A FOUR-YEAR SCHOOL

Merely a brief visit to Mississippi makes it evident that there is considerable sentiment in the state for the development of a four-year medical school. It was noted that a number of those expressing this sentiment have indicated that only recently have they been converted to the movement. When it is recalled that there are four-year medical schools in the states surrounding Mississippi, two in Tennessee to the north, one being organized in Alabama to the east, two in Georgia, farther east, and two in Louisiana to the west and south, it is not surprising that a certain restlessness should exist because Mississippi likewise does not offer a four-year-medical school. Commendable state pride is evident here.

Some seem to think that the four-year medical school will solve the problem of doctors for a rural state, which it cannot be expected to do; that alone has not solved it elsewhere. Every state with any large rural population still has this problem unsolved despite the presence of medical schools, in some of them even more than one school.

Some believe that the future of the two-year medical school is insecure, and therefore the alternatives are either a four-year medical school or no school. Your consultant is assured that the Council on Medical Education and Hospitals of the American Medical Association has not adopted a policy requiring either the expansion or the extermination of the basic science medical school. The council does recognize that the two-year institutions are handicapped, especially in the teaching of pathology and physical diagnosis.

State University authorities and others have expressed considerable concern because it has been impossible for the present two-year school to admit all applicants even from Mississippi, who would like to study medicine. A report on applications for admission to the medical school for the class of 1941-42 to the present time, out-of-state students not included, reveals that the medical school at the University cannot admit all qualified applicants from Mississippi with its entering class limited to 25, but it must be stated in fairness to the total situation that the present experience of Mississippi in this regard is not greatly different from that paralleled in other states with four-year schools. Conservatively stated, Mississippi's problem is not now greater than can reasonably be expected, though it may be slightly different from the problems of other states. If a four-year school were operating and 60 students were admitted annually as proposed, there would be some justification in taking a limited number of students from other states, justified in a general way because other states are taking students from Mississippi. It can hardly be expected that all the young men and women who wish to study medicine can ever be provided for in any state. Some cannot meet the high entrance standards and besides there is not an even flow of students to school. Some years there are more applicants than others and with fixed enrollments that will always mean that in some years students will have to wait and in others the class will not be filled with students of proper qualifications.

The oft repeated statement that Mississippi boys are good enough to justify even extreme measures to give them opportunities for medical education cannot be discounted. All will agree that the state's greatest assets are its people, particularly its youth. The older generation must and does sacrifice if necessary to give them their chance at the best things in life.

STRENGTHENING THE TWO-YEAR SCHOOL

The University of Mississippi now allocates approximately $52,000 annually for medical education and another $10,000 approximately for light, heat, water, and overhead. With about 50 students enrolled, that makes a per capita cost of something like $1,200 per student. That may seem to be high, but it must be said in justice and frankness that this is not sufficient support to provide basic science medical education at its best and support for research, which fundamentally is part of the medical school responsibility. Even though teachers may be willing to stay on at the medical school at the University at their present salaries, they ought to be substantially increased. One is therefore compelled to recommend that the budget for the medical school be increased by 50 per cent or more if possible; that would do wonders for the school.

M. AFFILIATION FOR CLINICAL INSTRUCTION IN MEDICINE

Between the two Virginia's there is now in effect an agreement whereby about 20 of the 25 juniors of the basic science medical school at West Virginia University transfer to the school of medicine at the Medical College of Virginia, Richmond, for their junior and senior years' course, West Virginia paying the Medical College of Virginia an annual subsidy per student of $1,000, the West Virginia students paying tuition at the Virginia rate rather than at the non-Virginia rate, thus being on the same basis as the Virginia student, as far as opportunity and cost are concerned. The agreement is for a five-year period and can be cancelled on the part of either institution on two years' notice. Funds to support the program are included in the regular budget of West Virginia University by the State legislature. The students transferred must be acceptable to the Medical College of Virginia and the diploma received recites that the student has met the requirements of both schools and is attested by the officials of the Medical College of Virginia and the dean of the school of medicine of the West Virginia University. The heading of the diploma carries the names of both institutions. The curriculum of the two schools and other questions are worked out on the basis of cordial cooperation.

The development of such a plan did not come about in a day. The support of the West Virginia Medical Association and the authorities of the West Virginia University based upon a joint study of how best to solve the question of medical education convinced the State legislature with surprising unanimity that this was the answer for the present. Money has now been appropriated for two bienniums.

Medical education on an inter-state basis does have noteworthy advantages. It provides for the orderly and assured transfer of students from the two-year school to the four-year school; it makes it possible for the four-year school to develop its clinical instruction by reason of added finances and responsibilities; it does not preclude any student from going to the school of his choice, should that not be the cooperating four-year school; it holds the students of the two-year schools largely together during the clinical years, facilitating contacts from the home state and the school of that state; and finally, it effects substantial savings both to the student and to the authorities of the home state responsible for medical education.

To meet the immediate situation it is suggested that the Board of Trustees of the Institutions of Higher Learning, with of course, the cooperation of the University authorities, look into the possibilities of developing a cooperating plan of education with one or two of the adjoining states. The University of Tennessee has substantially more medical graduates in Mississippi than any other institution. The presence of this large group of alumni would argue for conferring first with authorities in Memphis on the possibilities and costs of cooperation. It is realized that this procedure will not answer the demands of state pride, but when a good cooperative arrangement is once put into effect and produces results, the answer for good medical education at lowest cost will be found until such time as the four-year medical school program may be launched within the state.

N. REGIONALISM IN EDUCATION

Sentiment in this country, not just in the South, is developing in favor of solving many of the problems of technical, professional and graduate education on a regional rather than on merely a state basis. This trend is accentuated by emphasis upon raising standards of instruction, by the ease of communication and travel across state lines, by the demonstrated fact that the best minds among our young people are lost to other states and regions when only mediocre educational opportunities are provided there, by the conviction that just maintaining another institution does not meet modern requirements, and by the fact that there are so many uses for public funds that the prudent state, like the prudent man, does not risk too much capital in enterprises which are already underway elsewhere and can be made available for any purpose in hand.

Regional educational programs are not based on the assumption that the states cooperating in them cannot afford their existence within their own boundaries, but rather upon emphasis upon excellence, and upon what programs based upon excellence each state, or each institution for that matter, can most naturally and completely develop. The argument, for example, that since the states surrounding Mississippi have medical schools, Mississippi should also have one might be directed to this conclusion: that the very reason the states surrounding Mississippi have medical schools might be the best argument why Mississippi should look to them for medical education. That certainly is in line with present day thinking and planning, especially in any field like medicine where there is already a shortage of good teachers, where the per capita costs of instruction are excessive and likely to become more so, and where other needs in the related field of hospital care are to be met, preferably first, because of the long-time program required and the very heavy expense involved.

It is believed that the individual state will find pride in the future in developing whatever educational activities it maintains on the highest possible plane and find equal pride in looking to other states for other educational services. It would be in order now for Mississippi to consider what fields of instruction it should develop to the point where other states will look to it for some of these.

O. DEAN OF MEDICAL STUDENTS

It has been found that if some medical school official gives enough time to the study of communities which lack physicians or may in the future lack them, and if he assists high schools and colleges to guide young men and women from these communities into medicine, there is high probability that they will return to them for practice, especially if the opportunities are pointed out to them on a definite basis. Sometimes these young people need scholarships or loan funds. Sometimes they need guidance as to how they can work their way through the pre-medical years of college and sometimes they need other advice. Such an individual with proper qualifications might give his whole time to this type of work and to related duties such as following third and fourth year medical students who may go from Mississippi to complete their instruction at one or many institutions in other states, to assist them with their personal problems, to help them to find interneships likely to bring them back to Mississippi, to point out practice opportunities in the state and to deal with many other considerations. Such an official might be charged with the chairman ship of the committee to handle scholarships and loan funds for medical students. He probably would find it possible also to have Mississippians admitted as freshmen to four-year medical schools in other states if he really worked on the problem. Some follow-up through the interneship in order to keep the interne reminded of practice opportunities in his home state would be quite in order. Similar functions could be performed for students who would enter dentistry and nursing. Because, therefore, of the fine service which a dean of medical students could perform it is recommended that such a position be created at the University of Mississippi school of medicine with rank coordinate with that of the dean of medical school or that of associate dean.

P. LOCATION OF THE FOUR-YEAR MEDICAL SCHOOL

Regardless of when the four-year medical school may be put into operation in Mississippi, a rather full discussion covering the problems and factors involved should be presented here.

The most approved location for a medical school is on the university campus; the whole university profits by this arrangement, to say nothing of the advantage to the medical school of the presence of professors and research workers in the related fields of biology, physics, chemistry and many others. The general cultural activities of the university have their important part to play in the life of the medical student. The location of the University of Mississippi, the none too good transportation to it and the small community around it, make it seem highly desirable that such a school be located in the state's largest city. Although hospital patients might be hauled to a medical center located on the campus of the University at considerable cost, out-patients would not be numerous enough to provide ample teaching material. Certainly there is always the difficulty of developing a good obstetrical and pediatric service, particularly the former, when the hospital is located outside a more populous center. Location in Jackson will require some construction and some arrangements for a rounded program which could be provided on the university campus at smaller expense. However, the logic of the total situation does point to Jackson as the proper location for a four-year medical school.

Q. FUNCTIONS OF A FOUR-YEAR MEDICAL SCHOOL

The functions of a four-year medical school are different from those of a two-year medical school only in extent and complexity. Broadly speaking, these functions are three: teaching, service to the sick, and research; these are inseparably interrelated. There is teaching for the undergraduate medical student (and student of nursing); teaching of the house staff, that is, the internes and the residents, the latter in preparation for specialized practice; post-graduate teaching within the institution for those who return for continuation study and teaching without the institution in the hospitals and health centers of the state under the coordinated hospital system previously suggested; teaching also of technicians, dieticians and various technical personnel. Service to the sick includes both in-patients and out-patients and also consulting service as required on a "circuit-rider" basis throughout the state, with such services inclusive of all resources, medical, dental, and nursing, technical, et cetera. Research is indispensable to faculty and staff stimulation and development, in its effect upon students of all grades, and in its contribution to knowledge. The latter contribution is sometimes remote and sometimes turns out to be negative. If the enthusiasm of a discoverer and explorer has ever been noted, then something of this same enthusiasm and drive which comes to the researcher can be realized. Someone has called research "guerrilla warfare against the unknown." The South has not made its full contribution to research in any field and to set up a medical center without due provision for it is but to launch the project with an initial handicap of serious proportions.

The functions of a medical center are constantly changing and what is said today may need to be supplemented tomorrow. The reason for this, to illustrate, becomes clearer when it is pointed out that the life span in the United States in 1910 was, on an average, 47 years; in 1940, 63 years. Transient diseases like pneumonia in 1910 totaled 257 cases per 100,0000 population; in 1940, 71 per 100,000; cancer cases in 1910 totaled 78 per 100,000 population; in 1940, 120. Diseases of the heart and circulatory system in 1910 totaled 192 per 100,000 of the population; in 1940, 316. This trend here cited clearly points to a change in the incidence of disease with the lengthening of the life span. The older our population grows the greater the incidence of the degenerative diseases and others peculiar to older age groups. As this trend continues and others occur, it is not difficult to surmise that the problems of medical teaching, medical care and medical research will likewise change. It is already demonstrated that medical centers must make special provisions for cancer cases and chronic diseases and for the study of the diseases peculiar to the upper years of life, a field thus far considerably neglected. New types of therapy, new "medical gadgets" are constantly appearing, requiring the training of personnel in new techniques, and requiring the expenditure of new and unanticipated sums to keep any institution of quality up to date.

R. CONSTRUCTION COSTS OF A FOUR-YEAR MEDICAL SCHOOL

These may be named as essential units of a four-year medical school if located in Jackson: a laboratory building with equipment, about $1,000,000 (the estimate submitted to the last session of the Mississippi legislature was $850,000); hospital of approximately 500 beds, 100 for private patients, with out-patient department designed for teaching and to accommodate an average of about 300 patients per day, $2,350,000 approximately, inclusive of equipment, but may run to $2,500,000; dormitory to accommodate forty internes and 124 medical students, internes in single rooms and students in double rooms, $330,000; dormitory for white women, 175 student and graduate nurses, mostly in single rooms, $350,000; similar and separate dormitory for Negro nurses (see page 56 of this report), approximately $350,000; recreation facilities, tennis courts, playing field, including a gymnasium which is quite desirable, no estimate. Any such gymnasium should be located convenient to the hospital and connected by tunnel to make it available for the use of emotionally disturbed, acutely ill, psychiatric patients, as this is a well-known therapeutic aid. These estimates of cost presuppose good, though rather plain, fireproof construction, not at current rates, but somewhat between those of 1938-1939 and current prices. If these will not provide for a rather large cafeteria located suitably either in the hospital, or in one of the dormitories, to serve medical students, nurses, doctors and other personnel, then that must be provided at additional cost. There must also be another cafeteria for Negro nurses and personnel required in hospital operation.

The total budget here given in estimate for construction, $4,380,000, may seem to be excessive. However, assurance can be given that this is in line with recommendations recently made in other states. This past winter the legislature of North Carolina considered this program as submitted by the university of that state for the development of a new medical center at Chapel Hill, 600 bed hospital, nurses' home, interne quarters, $3,835,000. The University of Alabama has at hand $1,000,000 for a laboratory building for its new four-year medical school in Birmingham. In any consideration of cost it must not be overlooked that the construction of teaching hospitals is more expensive than non-teaching hospitals because numerous arrangements must be provided specifically for instruction, such as a teaching room on each floor of the hospital, teaching room for each service in the outpatient clinic, a teaching amphitheater, which itself costs from $35,000 to $50,000, and so on. The amphitheater, if made reasonably large, can be used as a place of assembly for the student body and for the conduct of postgraduate clinics, although sooner or later an auditorium to accommodate 300 or 400 is almost indispensable. If a gymnasium is included in the plan, it may be possible to use this unit for assembly purposes, assuming proper construction having this function in mind.

S. COST OF OPERATING A FOUR-YEAR MEDICAL SCHOOL

It cannot be overemphasized that physical facilities are of secondary importance. Of utmost importance is the quality of the faculty and staff, student body, and all grades of personnel throughout the institution. It can be stated unhesitatingly that it is the height of folly, let us call it, to provide good physical resources and not provide good personnel resources for an institution. For operation, the University of North Carolina asked its state legislature last winter, for the 600 bed hospital, $650,000; for the four-year school of medicine, about the size proposed for Mississippi, $350,000; the University of Alabama has available for its medical teaching, $350,000.

With an entrance class of 60 and an estimated graduating class of 50, the student body of the four-year school would, on an average, perhaps total 215 to 225. Yet the cost of operating will not be appreciably less than if the student body actually ran to an average of 240 annually. For this group, state aid in the amount of $300,000 for teaching alone should be available and another $25,000 to $50,000 annually for research. This assumes that students will pay modest tuition fees about the same as those now paid at the University. If these fees are increased, income from tax funds might be correspondingly decreased.

Cost of operating the hospital would depend upon a number of considerations such as the number of private patients cared for and the fees charged, the policy adopted for ward patients, whether free, part-pay or both, and also whether full pay when able and of course, dependent upon the schedule of ward rates, the policy and the extent to which the Blue Cross hospitalization and other insurance plans as discussed above are in operation throughout the state and dependent upon the prevailing economic conditions, whether good or bad. For a 500-bed teaching hospital, with out-patient department, with the responsibility of running schools of nursing, teaching technicians, educating the house staff, et cetera, at least $500,000 annually should be available for support, apart from the income of the institution itself. If the present per diem fund is distributed to this teaching hospital on the same basis as other hospitals this will reduce the income required from other tax sources for maintenance and operation. At present operating costs are high. The total operating budget of the hospital, out-patient clinic, and related facilities, not counting teaching and research, can hardly be expected to be a bit less than $1,000,000 annually—maybe more. Again it must be stressed that per diem costs in teaching hospitals are higher than in non-teaching hospitals because increased volume in diagnostic procedures and many other items of operating expense are inevitable. Finally, it is predicted that future operating costs will be greater than those today because of the changing requirements of good hospital and clinic service.

T. SUMMARY OF FIRST COSTS IN ESTABLISHING A FOUR-YEAR MEDICAL SCHOOL

The estimated costs for construction to house the laboratories, hospitals, doctors' offices, clinics, students, nurses, et cetera, necessary for the operation of a four-year medical school as given above, total $4,380,000, with no provision made in this figure for recreation although that is more important for medical students, internes and nurses than any other comparable group. Their long and strenuous hours call for opportunities readily at hand to take organized outdoor exercise as an aid to maintaining good health. When the weather is inclement, a gymnasium is most desirable. The health record among medical students, internes and nurses is notably poor as compared with other student groups.

Operating cost of the 500-bed hospital with out-patient clinic, related activities and the teaching of nurses in part, was estimated above at $500,000 annually, if not more, to come from tax funds and about the same amount to come from hospital earnings, gifts, et cetera, and operation of medical teaching with research, $325,000 to $350,000.

The grand total costs therefore, as represented in figures above from state appropriations would be, for the first year of the biennium, for construction, maintenance and operation, $5,230,000; for the second year of the biennium, for operation alone, $850,000. Operating costs as stated above will show yearly increase inevitably, if the institution is to develop in accordance with the inherent character of medical education and modern hospital service. It would seem to be within the limits of good taste to refer here to a letter received from Dean W. S. Leathers of the Vanderbilt Medical School, who is so well and favorably known in Mississippi. After emphasizing good quality of medical education integrated with research, Dean Leathers has this to say:

> The medical school should be organized with addition of the last two years on a high plane from the very beginning. It was my idea that they should appropriate not less than five million dollars to build the school and install its first faculty. It seems to me that five million dollars would be sufficient to make a beginning.

The figure named above, $5,230,000 estimated to be required to launch the first-year essentials for a four-year medical school and associated functions, is not out of line with Doctor Leathers' over-all estimate which was not broken down in his letter. Further, the estimate here presented which includes provision of three dormitories might not be included in the estimated costs of a new medical school plant on the part of every student of the subject. There are such good reasons why Mississippi needs high-class nurse education, both for white students and Negroes, that we strongly incline to the view that these provisions should be made from the beginning. A dormitory for internes is inescapable; for medical students, highly desirable. They should live at the medical school in its atmosphere and in the upper years be available night and day for the responsibility of clinical clerks in the hospital and clinics. Many important activities essential to good education are not confined merely to the working day. Emergencies, obstetrical deliveries and other teaching opportunities may occur at any hour of the night. Many times, also, autopsies cannot wait and must be done at all hours. From these experiences, students, if available, profit greatly. Teaching by means of the autopsy cannot be covered, particularly where the patient load is relatively light, during the day hours only.

If the five charity hospitals are discontinued as state functions, the present annual appropriation for these, $206,250, might be transferred for the purposes of the teaching hospital, when established, or be used to reduce the present appropriation for the per diem fund.

FIRST BIENNIAL APPROPRIATIONS REQUIRED TABULATED

CAPITAL OUTLAY

(a) Medical laboratories	$1,000,000
(b) Hospital and out-patient department	2,350,000
(c) Dormitory, internes and students	330,000
(d) Dormitory, white nurses, et cetera	350,000
(e) Dormitory, Negro nurses, et cetera	350,000
	$4,380,000

MAINTENANCE AND OPERATION

(a) Teaching and research	$ 700,000
(b) Hospital and clinics	1,000,000
	$1,700,000

(Nurse education may require
$25,000 to $40,000 additional)

U. SPECIAL CONSIDERATIONS RELATED TO A FOUR-YEAR MEDICAL SCHOOL

The type of faculty organization required for sound medical education, service to the sick, and research should be faced from the beginning. Those teaching the medical sciences will be whole-time appointments and those teaching clinical subjects should, to the extent of at least one or several for each major department and subdivisions of departments, be at least whole-time within the institution, having their offices there, doing their routine institutional work and receiving patients referred to them as consultants at their offices within the center. There will be approximately 15 to 20 of these clinical teachers. They may be called whole-time within the institution and suitable office space to meet teaching requirements and practice requirements must be included in hospital plans. The purpose of this provision is to hold within the institution a desirable group of clinicians throughout the day to assure teaching on a stable basis, to assure complete coverage of patient care, and to assure essential supervision and direction of the house or interne staff, which is not a small obligation. Young medical graduates as internes and residents cannot be safely permitted to carry on their work in a medical center without hour-by-hour educational direction. Basic salaries must be provided for clinical teachers amounting to about one-half of any limit which may be fixed on the total net income permitted from salaries paid and fees collected from private patients. Study will show that there are many ways of handling the rather difficult responsibility of assuring the quality of the clinical staff; only the most general practice is cited here. Further, it is stressed that quality medical education cannot be had by relying too much upon voluntary clinical teachers, although they have their place and their fine contribution to make. In proportion as a state-wide hospital system requires the presence of clinicians in the field will the number of clinicians needed increase.

A teaching hospital located in a small community like Jackson cannot expect as high a percentage of acute conditions among its patients in comparison with chronic conditions as in a hospital located in a metropolitan city of size. Critically ill patients with pneumonia, for example, cannot be brought great distances to a centrally located hospital to the same extent as they can be referred from the local community. As a result, teaching centers located in small cities have the constant battle of securing enough teaching cases of the kind which the physician in practice is expected to see daily. It is sensible to face this situation from the beginning and to take all possible steps to secure referral of a maximum number of acutely ill cases, particularly obstetrical and pediatric cases. Experience shows that expectant mothers, often with small children at home, are disinclined to go for delivery to a remote institution and are also disinclined to send their children except when extremely ill, to such hospitals for care and treatment. Chronic cases have, of course, teaching value, but they do have limitations as to value. These considerations suggest the wisdom of endeavoring to secure the location of other hospitals like the Mississippi Baptist Hospital at the medical center, in order to increase teaching resources and to benefit all patients, regardless of type, because of centralization and cooperation.

Inasmuch as medicine is one of the most definitely advancing of all fields, it should be emphasized once more that medical education is not static, is ever changing, and is making increasing requirements all the time, most of which call for greater expenditures.

Mississippi now appropriates $739,398 for a two-year period for the so-called per diem fund. The advocates of a four-year medical school are naturally those who are unwilling to see this fund discontinued or even reduced. It is large enough to make a substantial contribution to the support of a four-year medical school program. Should times become hard or other untoward conditions develop, it is not difficult to foresee the need and possibility of diverting the per diem fund to medical education or to expect the quality of medical education and the care of the sick within its hospitals and clinics to be seriously impaired.

Once again let us point to the obligations assumed in establishing a four-year medical school in the education of the house staff, that is, internes and residents. Where a four-year school is operated interest cannot be centered alone on the undergraduates. The post-graduate and the graduate student inevitably come in here for full consideration.

The State Boards of Health in the several states now receive, and may in the future receive even larger Federal allotments of funds for the care of various types of special cases. The procedure here is usually to allocate these funds to designated hospitals for the benefit of those cases that meet the requirements of the program. In some states and with some funds Federal resources must be matched by appropriations from the state legislature. Unless proper measures are adopted, the diversion of the state's tax funds and Federal funds to a multiplicity of hospitals throughout the state will deprive its teaching hospital of clinical cases indispensable to its routine work. Therefore, whenever a four-year medical school is set up in Mississippi, the Board of Trustees of the Institutions of Higher Learning and the State Board of Health should see to it that every teaching resource that can be developed within the state should be assured to the hospital and clinics of the school.

V. CONCLUSIONS AND RECOMMENDATIONS

The recommendations here made are briefly set forth; reference should be made to the body of the report for larger details. As an aid in this direction, page numbers are at points given in parentheses.

(1) That Mississippi first carefully consider the development of a hospital system for the state, recognizing its primacy in securing a reasonable addition of physicians, regardless of where educated, and the delivery of better medical care for its people, not overlooking the fact that the masses are not interested in medical education per se, but in medical care;

(2) That the parallelism between the public education system and hospital system be noted, to avoid the earlier mistakes of the former, recognizing that the development of any great system for the state will take time for planning, which will cost money, and will take time for development, which will cost even more money;

(3) That a hospital system for the state be thought of as embracing three regional hospitals, one for each of the Supreme Court Districts, owned and operated by the state, and smaller hospital units, locally owned and controlled, such as a few well located 100-bed hospitals and many community hospitals of approximately 50 beds, and even more health centers, some with and some without hospital beds, depending upon location;

(4) That the functional relationships between the hospitals be emphasized from the first in order to bring consulting laboratory and clinical services and continuous educational programs to all grades of personnel within all the units of the state, remembering that building hospitals alone will not develop a hospital system;

(5) That the administration of the system in addition to the administration of the hospitals themselves be given the utmost consideration to assure successful operation of the system;

(6) That the five charity hospitals of the state be turned over to their local communities or closed;

(7) That the per diem hospital fund be transferred to the jurisdiction of the Board of Trustees of the Institutions of Higher Learning, its administration to be worked out in association with the chancellor of the University and the dean of the medical school essential to a hospital system;

(8) That pre-payment plans for hospital and medical care be launched on a state-wide basis at an early date under a special organization for the purpose, this to be fostered by the Board of Trustees, the State Board of Health and the organized medical profession, and the state and local Hospital Association;

(9) That the state consider using the regional approach in solving some of its educational problems including medical education for the immediate present at least;

(10) That the discussion of a four-year medical school be studied to note the factors, the cost, and the problems involved, including the small number of physicians which would annually be turned out by comparison with the number which can be satisfactorily provided by other means;

(11) That the case of the four-year medical school be viewed against the background of other state needs, such as the general development of higher education in Mississippi, bearing in mind that a four-year medical school would cost substantially more than is provided to operate the entire University of Mississippi at present;

(12) That the two-year school at the University of Mississippi be continued for the time being and be developed by at least a 50 per cent increase of its budget with possibility of perhaps accepting five additional students a year;

(13) That affiliation for the third and fourth years of medicine be undertaken with a nearby school or schools of medicine;

(14) That efforts be made to secure the admission of more first-year students to the schools of nearby states by inviting the cooperation of these schools and by subsidizing students through the aid of a state scholarship or loan fund;

(15) That if and when recommendations (13) and (14) above are put into effect a dean of students be made available for guidance work; this dean to be selected by the school, preferably a Mississippian, approved by the Board of Trustees of the Institutions of Higher Learning and paid in whole or in part by the Board to keep Mississippi students enthusiastic about returning to the home state and otherwise serving their personal interests. He would also have teaching functions within the school.

(16) That scholarships or preferably loan funds be liberally provided for undergraduate students of medicine selected by a committee of the school of medicine, choosing as many as possible from rural districts as outlined in this report, developing procedures for

following such students through medical school, the interneship, and also into practice;

(17) That arrangements for continuation study be fully made on the traditional basis and by means of the itinerant consultation service recommended as a basic essential of the hospital system proposed.

(18) That the State Board of Health and the Board of Trustees of the Institutions of Higher Learning develop maximum cooperation where indicated and clear differentiation of functions, the Trustees to exercise authority as far as possible in educational matters, effort being made not to set back the good work of the State Board of Health by the premature or unwise emphasis upon the development of medical education for the state;

(19) That since Mississippi has a large Negro population, carefully selected students for the study of medicine should be subsidized at Meharry Medical College at Nashville with their pledge that they will return to the state for practice for a minimum period agreed upon.

ADDENDUM

The material following received from Dr. Harry E. Hendley of the Commonwealth Fund is appended to furnish more complete information with reference to undergraduate scholarships for medical students as financed by the Fund.

April 12, 1945

SUMMARY OF COMMONWEALTH FUND EXPERIENCE WITH UNDERGRADUATE MEDICAL SCHOLARSHIPS

The following tabulation, as of November 1, 1944, indicates the known experience insofar as military service is concerned of the 132 individuals in the three states who had completed or were about to complete their undergraduate medical training:

	Total	Army, Navy or USPHS	Deferred as Essential	Unfit for Military Service	No Information
Tennessee	49	35	4	6	4
Massachusetts	43	29	4	8	2
Mississippi	40	28	2	6	4
*Total	132	92	10	20	10

*This table does not include the 7 awards to individuals who failed to complete their undergraduate work, and the five who arranged to refund the amount of the scholarship.

This program started with the award in the fall of 1930 of 6 scholarships to Tennessee boys for four years' work at Vanderbilt Medical School. In 1931, a similar number of scholarships was awarded to Vanderbilt; a like number to Mississippi boys for four years' work at Tulane; and to Massachusetts boys for four years' work at Tufts College Medical School. The final awards under the program were made in the fall of 1940 to each of the three schools mentioned. A total of 44 awards were made to Mississippi boys for work at Tulane. Of these one failed scholastically, and 3, after graduation, repaid the amount of their scholarships and were released from their obligation to practice in Mississippi for a period of three years following the completion of a two-year interneship in an approved hospital—all of which was included in the original agreement at the time the scholarship was awarded.

But for the war, it is our belief that most of the 40 individuals listed under the total for Mississippi, above, would have fulfilled their obligations to complete a two-year interneship and practice for a period of three years in rural community. For purposes of the scholarships a "rural community" was defined as one in which there is no urban concentration of population in excess of 12,000.

Prior to the onset of the war, 17 of the Mississippi scholarship group had by practicing three years in a rural community, as defined above, completed their obligation to the Fund. Three of these are still in practice in rural communities; three moved from a rural community to a large community in Mississippi for practice. One of these is still in practice and two are in the military service. Two, after completing their obligation to the Fund, moved out of the state for location in a larger community, both of whom are now in military service. Nine went directly from small communities into military service and it is not known where they will relocate on discharge from the service—presumably many of them will return to the practices they left.

Of the remaining 23 of the total of 40, who had not completed their obligation to the Fund, one was killed in action while in the military service, and so far as we know now all the others with the exception of two expect to return to Mississippi and complete their obligation to practice in a rural area. Of these two exceptions, one, with Fund permission, joined the U.S.P.H.S. and plans to remain in this service as a career man. The other, at the request of the State Health Officer, Dr. Underwood, was permitted, at the conclusion of his interneship, to accept a county health officer position in Mississippi and, we understand, expects to make a career of public health.

DENTAL EDUCATION

A. Ratio of Dentists to Population

Mississippi ranks 47th among the states in the proportion of dentists to the population as a whole. This gives the state 19 dentists per

100,000 as against 58 for our country as a whole. In white dentists, in proportion to the white population, Mississippi ranks 31st in the nation, with 43 dentists as compared with 58 dentists per 100,000 white population for the United States. These figures are based on the 1940 census.

B. THE PLACE OF DENTISTRY IN GOOD HEALTH

Like medicine, dentistry is a developing subject, now often referred to as a specialty of medicine, which has its definite and important contribution to make to general health as well as to oral health. The public is beginning to realize, too, that dentistry has its preventive aspects, that its function is not merely to provide masticatory apparatus and freedom from pain. It is a field in which a growing amount of research is being done which inevitably will bring credit to the profession and benefit to the public. Children's dentistry, largely prophylactic in character, is an important current emphasis likely to become more important as its value is understood.

C. DENTISTRY IN A RURAL STATE

Dentists usually locate in towns and cities, few in the open country. It is probable in the future that dentists in increasing numbers will have their offices in or near medical centers. The close coooperation between them and medical practitioners is increasing considerably. When, therefore, the patient attends to having his medical ills looked after, he also may need dental treatment. At other times, he will seek it independently.

D. COST OF DENTAL EDUCATION

When the cost of building and maintenance of the hospitals required for medical education is eliminated, expenditures for dental education by comparison generally exceed those for medical education on a per capita basis. Dental education, therefore, is expensive. It is much better provided on a regional than on a state basis. This means that strategically located schools will in all probability in the future be developed to serve increasingly larger areas. Their standards will be high, staffs ample, and facilities the best.

E. A DENTAL SCHOOL IN MISSISSIPPI

In the light of the total situation, no recommendations for a dental school for Mississippi could possibly be made on any defensible basis. The number of students within the state available for entrance year after year would not be sufficient to justify the large outlay required, judged from any point of view. It takes the support of a number of states to supply students of quality and sufficient numbers to operate a dental school at its best.

F. RECOMMENDATIONS

Only one recommendation is here made with regard to dental education in Mississippi: that no school be established and that consideration be given to subsidizing state students at a dental school like that at the University of Tennessee at Memphis, which is now being developed to the point where it can function on a regional basis. Students thus subsidized can be expected to return to the state for practice as covered in a contract between them and the state. This contract could be made between the Board of Trustees of the Institutions of Higher Learning and the individual concerned. This arrangement would mean that funds for subsidy would be appropriated for the administration of this Board.

NURSE EDUCATION

A. RATIO OF NURSES TO POPULATION

In proportion to the total population Mississippi ranks forty-eighth among the states in trained nurses and student nurses as reported in the 1940 census, namely 92 per 100,000 population, as compared with 270 average for the nation. When the white population only is considered, Mississippi ranks thirty-seventh among the states with 209 trained nurses and student nurses per 100,000 population, as compared with 295 per 100,000 for the United States as a whole. Viewed generally it can be seen that Mississippi lacks nurses. This same view was voiced emphatically by those who were consulted in the state and who are in a position to know. The loss of nurses to the war effort, the reduction of student enrollments, and the closing of certain schools of nursing have contributed to reducing further the availability of nurses in the state.

It has sometimes been stated that the average professional life of a nurse is only three years at best, because of excessive loss to matrimony. This fact must be kept in mind in any arrangements worked out for an increase in nursing personnel.

It may be observed furthermore that graduate nurses are being prepared and used at an increasing rate. In 1940 in the United States there was one graduate nurse for every 357 people, whereas in 1900 there was only one for every 5,389 persons, according to American Hospital Association figures. A total of 3,214 served in the War Between the States; 24,000 in the first World War; and this last number may be more than trebled as the requirement in the present war.

B. SCHOOLS OF NURSING TODAY

The National League of Nursing Education reported Mississippi as having 36 schools of nursing January 1, 1943. Eleven schools are reported to have closed since that time and others will probably close.

When the United States Cadet Corps program, administered by the United States Public Health Service, was announced, seven Mississippi schools applied for approval under the program. Three schools, New Biloxi Hospital, Vicksburg Hospital, and the Mississippi Baptist Hospital, were approved for cadet corps training; the other four applications are still pending.

It is difficult to understand how many of the existing schools of nursing can possibly offer an adequate educational program because of meager clinical resources and small enrollments. To say nothing of the quality of instruction, the per capita cost is prohibitive, with the result that formal education is likely to lapse into apprenticeship training. No leaders in the field would agree that professional nurses can be prepared on this basis. At present there are perhaps five schools of nursing in Mississippi with sufficient enrollment and with sufficient clinical material available to make possible fairly sound education at reasonable cost, in instances by affiliation with larger schools for such subjects as pediatrics. Further, there seems to be a considerable lack of well-prepared nurse educators in the state. In addition these essentials of modern nurse education are required: adequate housing and recreational facilities for student nurses; well-equipped classrooms and laboratories; and sufficient patients in all the major fields for clinical experience, such as medicine, surgery, pediatrics, obstetrics, and psychiatry. Assignment to the clinical services must follow an established pattern with ample records kept of such assignments. It should be obvious that every hospital cannot be expected to maintain a standard school of nursing.

Many hospitals throughout the country, not just those of a single state, established training schools for nurses, as they were called, years ago when nurse preparation was largely on an apprenticeship basis, and found the work of the student nurses essential to carrying on nursing services in the main with the help of student nurses. The education of the professional nurse with the raising of standards has gradually required more time of students in classrooms and laboratories. This has necessitated the introduction of an increasing number of graduate nurses of varying types, preparation and experience into the hospital situation in order to accomplish two results: (1) ample nursing care for patients, and, (2) direction and supervision of clinical experience for the student nurse. It can be seen, therefore, that if the education of the nurse is to be really educational, money must be spent for it. This outlay justifies payment on the part of the student nurse in part for her education. However, the public has not fully realized this and will not realize it as long as schools of nursing offer courses which are expected to be paid for only by the work of the students.

C. NURSING AND NURSE EDUCATION TOMORROW

The professional nurse of the future is likely to perform more highly specialized functions than today and to require a different type of education. In the past two decades, to illustrate, the graduate nurse has had turned over to her by the physician a score of new techniques and procedures to be carried out on her own initiative and during the same time she has been called upon to assist the physician in another score of new and complicated procedures which modern medicine has developed. It is fairly evident that the professional nurse of tomorrow will require a more thorough and perhaps a longer period for her education and will assume by degrees larger and somewhat different functions from those performed today; she may in addition to being a professional nurse, be looked upon as a clinical technician, thus meeting the requirements of the increasing complexities of modern medical practice.

On the other hand, to meet the hour-by-hour nursing requirements of the less acutely ill patient and of the patient requiring only the simpler nursing procedures, it is evident that another type of nurse must be prepared. At present this individual is called a nurses' aide, a practical nurse, or a vocational nurse, as distinguished from the professional nurse. Her preparations will be more largely on an apprenticeship basis with some formal education and will require a minimum of from nine to twelve months of training. This of course means that she will not be qualified to work independently but only under the supervision of the professional nurse.

The United States Office of Education is at this time investigating, with the cooperation of many individuals and groups, what the functions and the education of the vocational nurse should be, including also recruitment registration, and proper safeguards to the patient through supervision.

It is not difficult to surmise that hospitals now operating small schools of nursing may want to substitute the preparation of the non-professional or vocational nurse for the course designed to educate the professional nurse. The average small hospital with 20 to 40 patients per day, typical in Mississippi, does not have sufficient clinical material for the preparation of the professional nurse. Its resources are much better suited for vocational rather than for professional nurse training. If these hospitals will prepare such nurses primarily for their own employment, not merely to carry their nursing service requirements, the public will be safeguarded. However, to turn out a great number of practical nurses, who may undertake the full responsibilities of the professional nurse in our homes and health agencies, may lead to a situation requiring active measures to protect the public both as to services and charges. Since practical nurse education seems to be inevitable, a voice of caution must be raised to see to it that it is launched on a proper basis and with proper safeguards.

It is common experience that high-class students can be attracted into any field of study provided proper standards are maintained and proper facilities are available. The intimate relation between nurse and patient is such as to require the recruitment of student nurses with proper cautions. Ability, personality, character, emotional stability, cultural background, natural interest in others—these and many other qualifications should be sought. When young women of this type are available they should be given the quality of education to which they are entitled. It is the responsibility of the state to provide every possible guarantee in this regard.

Because of the inherent character of nurse education it perhaps matures young women more quickly than any other form of schooling, at least for those who can assume the obligations and responsibilities expected of them. It is to be expected that nurse education will not only prepare for professional service but also prepare in a very fine way for marriage and homemaking and certainly the state has a stake in better homes.

D. THE STATE BOARD OF EXAMINERS FOR NURSES

This board is one of the few boards in the professional field still retaining the dual function of examining candidates for licensure, or registration, and setting up and enforcing standards of education for the profession concerned. The latter functions in medicine and dentistry, for example, are assumed by national organizations. The National League of Nursing Education is beginning to set standards and accredit schools of nursing on a national basis, but it has not yet been long enough in operation to influence the whole nation. Pending that time, it is believed that the State Board of Examiners for Nurses should not have sole responsibility for the standards of nurse education. The Board of Trustees of the Institutions of Higher Learning in Mississippi might consider that it has responsibility for certain phases of every type of education in the state which follows high school graduation. This Board is now so constituted that it has certain immunities against political pressure which appointed boards, not established by constitutional provision, can hardly escape in some instances and at some times.

E. RECOMMENDATIONS

It is realized that these recommendations will not develop an ideal educational program for nurses in Mississippi; they have the virtue of being attainable in the not distant future:

1. That the number of schools for the preparation of the professional nurse be gradually reduced to five or less, pending the time when more clinical material, more of the essentials of the high-grade nurse education can be provided and more funds for operation secured. For the smaller schools in this group, proper affiliations should be secured.

2. That sound programs of practical nurse education be instituted with the assistance of all outside agencies such as the United States Office of Education and results of other studies about to be launched by the post-war planning committee of the National Nursing Council for War Service. In this connection, cooperative programs between vocational high schools and selected hospitals may be found useful. At any event, the welfare of the public must be amply protected by nurse registration and perhaps other controls. There is the danger that practical nurses may be prepared for single services, such as surgical nursing under supervision, and in private practice undertake general duty nursing.

3. That the Board of Trustees of the Institutions of Higher Learning consider its possible responsibility for assisting and supplementing the Mississippi State Board of Examiners for Nurses in establishing proper standards and controls for all types of nurse education, particularly those related to the preparation of the professional nurse. This suggests separation of the examining and the educational functions of the State Board of Examiners for Nurses.

4. That the state look to the institutions of other commonwealths for the education of public health nurses, nurse educators, head nurses, clinical instructors, nurse administrators, et cetera.

5. That in view of the large Negro population, one or more good schools for the education of practical nurses for this group be developed and that young women of special promise be sent out of the state for professional education in nursing, subsidized as to travel and tuition, with their commitment to return to Mississippi for practice. Choice of out-of-state schools should be carefully made.

6. That the Board of Trustees explore the possibilities of establishing a model school of nursing either in the state under its jurisdiction or in cooperation with other university schools of nursing, such as Vanderbilt and the schools being now developed by the University of Tennessee at Memphis and the University of Alabama at Birmingham. Putting this recommendation into effect need not depend upon the establishment of the four-year school of medicine in Mississippi, but may be associated with a central hospital in Jackson whenever put in operation.

7. That a separate and coordinate school for education of Negro professional nurses be included in the activities associated with the four-year medical school whenever established, or with the central hospital in Jackson if that antedates the medical school.

Chapter VII

GRADUATE STUDY AND RESEARCH

Graduate education in Mississippi, as in other states which have reached a similar stage of educational growth, has developed through fortuitous circumstances rather than by plans for meeting the state's need for leaders in education, agriculture, business, industry, and government. The fact that graduate education in Mississippi is yet in a formative stage should encourage the Board of Trustees to cause plans to be developed for gearing this vital study and research resource to the present and prospective needs of the state.

Under existing and foreseeable conditions, the state obviously cannot maintain programs of graduate study and research at each of its seven four-year colleges. Yet no man can see far enough into the future to say now what these institutions should do twenty years hence. For example, it is possible that within a score of years Mississippi might follow the current practice of California, New York, and five other states which require training equivalent to the master's degree for high-school and junior-college teachers. This would practically force all degree-granting teacher education institutions to embark on a fifth or graduate year. Within the adult life of readers of this report similar demands for better educated teachers have made it necessary for two-year normal schools to become four-year teachers' colleges. However, there is nothing in the immediate future to justify a recommendation that all seven of the colleges should plan to undertake graduate work in teacher education or any other field.

An acceptable quality of graduate work is very expensive. It makes heavy demands on a budget to provide research professors, in addition to laboratory and library facilities. And what is perhaps more important, these expenditures are in addition to funds required for maintaining strong undergraduate departments in the fields in which graduate instruction is given. Many an institution has had to find out from its own hard experience what Johns Hopkins University demonstrated in the 1880's; namely, that a university or higher education system must have strong undergraduate work in the fields in which it proposes to give graduate work.

Leaders in almost every state in the Union have said to themselves, as those in Mississippi are now saying, "We need a graduate school that will train professional and technical leaders in education, forestry, ceramics, petroleum engineering, banking, taxation, medicine, welfare and similar fields." But on turning to their graduate schools they are more likely than not to find them directed by professors of English, history, philosophy, and others of the older scholarly fields. A closer examination usually shows that while their master's and doctor's students may not be in demand, these older fields are the ones that have the human and material resources essential for giving graduate instruction. The point of the paragraph is to call the Board's attention to the necessity of strengthening undergraduate departments in areas in which it proposes to launch graduate programs. If this is not done, fields and departments that are now strong by historical accident will continue to dominate graduate study whether they should do so or not.

Recommended Organization of Graduate Work

Until or unless there is a physical consolidation of the separate colleges into "the University of Mississippi", the major function of the Board of Trustees is to articulate and coordinate the separate units into a system of higher education.

1. As its basic proposal for achieving this end in graduate study and research the Study Staff recommends the creation of a single graduate faculty whose chief bases of operation shall be the University and State College.

The development and revision of a program, the selection of a faculty from the staffs of the several institutions, and the formulation of administrative policies shall be entrusted to a committee of five composed of the graduate deans of the two institutions, the Dean of the School of Education at the University, an agriculture or science representative from the State College committee on graduate studies, and the Board's Executive Secretary, acting as chairman. The committee's recommendations shall be subject to review by the Presidents' Council. The Council shall submit the recommendations together with comments for consideration and action by the Board. The committee may set up subcommittees to study and report to it on special phases of graduate study, as home economics, for example.

It is of course recognized that this proposal takes from the individual institutions the center of gravity for graduate education and places it in the state system. That is inevitable in any program of coordination that considers the individual institutions as parts of a larger whole. It should be noted, however, that the recommendation leaves the administrative center of gravity in the two institutions which are held responsible for conferring degrees. It requires the two institutions to develop policies to prevent or reduce overlapping and to use the qualified staff and facilities that may be available in the other three colleges for white students (the resources of MSCW being coordinated with those of State College for this purpose), which are not given a direct responsibility for graduate work.

2. For the present neither the University nor State College should be authorized to confer the Ph. D. degree. They should be limited to the award of the master's degree in fields to be agreed upon by the Committee, the Presidents' Council, and the Board of Trustees.

In view of this recommendation it is in order to examine briefly the status of graduate work in the two institutions. Prior to 1870, in keeping with the practice of the period, the University had awarded 23 honorary master's degrees; between 1870 and 1909 it awarded 62 master's degrees, mostly *in absentia* and on an honorary basis. Since the beginning of its modern program of graduate work in 1909, the University has conferred nearly 300 earned master's degrees, more than ninety percent of the total being awarded to teachers. English, history, and foreign languages have led the subject matter fields.

The Board of Trustees authorized Mississippi State College to establish a graduate school in 1935. Between 1886 and 1935, 114 persons had been awarded the M. S. degree for a very unstandardized miscellany of work, the preponderant majority of the individuals at the time of the award being members of the instructional staff of the college, teaching in the field in which the degree was conferred. Only 15 of the 114 individuals have since pursued graduate work in other institutions which culminated in the award of the doctorate. Since 1935, Mississippi State College has conferred the M. S. degree on more than 100 individuals. Thirty-nine of the degrees were in the field of education (one-fourth in agricultural education, one-fourth in industrial education, and one-half in the general field of education); 34 of the degrees were in five fields of agriculture, 16 in five natural science fields, 8 in four social science fields, and 3 in engineering.

Objectives and Allocations

All the master's degrees conferred at State College in the social sciences and half of those conferred in education (those outside agricultural and industrial education) appear to require staff and facilities in duplication of those maintained more appropriately at the University. The overlappings in the natural science fields, with the exception of geology, appear to be a necessary concomitant of maintaining undergraduate science departments in the two institutions, in the case of State College to support agriculture and engineering and at the University to support medical and health work.

The suggestion of an allocation of these functions between the two institutions raises a larger question, namely, the importance of the suggested professional committee to study and recommend a list of graduate teaching and research objectives for the state—allocating them between the two institutions and making provision for the use of qualified staff members from the other three colleges to assist in carrying them into effect in any part of Mississippi. Pending a more definitive determination of objectives, the Study Staff recommends:

3. That work at State College in history, economics, government, political science, and other social science fields be restricted to undergraduate service courses in approved programs of study. That graduate study in these fields be transferred to the University.

4. That graduate work in the field of education at State College be restricted to programs now designated as agricultural education and as industrial education, in the sense of trades and industries work, including distributive education. That graduate study in other fields of education be transferred to the University when the administration there gives hearty assurance of accepting the allocation and the Board makes provision for the proper staff, laboratory and field facilities.
5. That graduate and undergraduate work in geology and petroleum engineering, along with the activities of the State Geologist, be given at State College exclusively.
6. That the other natural science departments on the two campuses, chemistry for example, should continue to give graduate work but at an early date should determine by a series of joint staff conferences the work to be emphasized in each institution. Further recommendations in this connection should come to the Board of Trustees from the graduate committees, through the Presidents' Council.
7. That graduate study in natural and social science fields for secondary and junior college teachers be restricted to the University when the Board is satisfied the following conditions have been met:

   (a) the administration wholeheartedly accepts the responsibility and opportunity for building up a strong graduate school of education, (b) the department or division of science employs a science-education trained staff member to give leadership to this phase of the department's work and to provide liaison between the department, the school of education, and the employing and supervising officers of science teachers. (Identical conditions shall also be met by social science and humanities fields that undertake to prepare secondary and junior college teachers.)

In developing a coordinated and unified system of graduate education for Mississippi, the Board of Trustees faces a number of decisions concerning fields of work that are not yet entrenched on any campus. In several instances it is difficult to say whether the field is graduate, professional, or technical—it depends on what an individual reads into these concepts. Examples: there is a growing demand for a fifth or graduate year in home economics, in library science, in welfare work, and the health specializations. Should graduate work be given in these fields? Where?

Let us present the case of home economics as perhaps the most urgent of these demands. As an undergraduate subject, very commendably it is offered in all the colleges (except State College) for which the Board is responsible. At that level home economics is part of the life-needs education of all women and some of it could be adapted to the needs of undergraduate men. Thus it may be thought of as general education. The white colleges prepare high school teachers in home economics, and, with the exception of the University, share unequally approximately $7,000 of Federal funds for training purposes; Alcorn College receives approximately $1,600 for the same purpose. State College and the State Department of Education also receive a small sum for joint supervisory work with home economics teachers. In addition to those who become teachers, many young women who are trained in home economics become county home demonstration agents or work with adults through agencies other than the Agricultural Extension Service of the land-grant college. A great many of both groups of workers want and need advanced training while they are in service. Where and how shall provision be made for this training?

Mississippi State College and the State Department of Education are chiefly responsible for the supervision and in-service education of home economics workers. But the former does not have an undergraduate department of home economics and the latter is not a teaching or degree-granting agency. In June, 1941, the two agencies negotiated a cooperative arrangement with the Mississippi State College for Women for the use of its staff and facilities in giving advanced work in the field during summer session. Yet the State College for Women does not operate a summer school and the Board has not authorized physical facilities and equipment for graduate work in home economics. State College has a staff of research and extension workers in the field who could participate in the teaching program, and departments staffed to give the needed supporting work in sociology, economics, science, and education. And perhaps most important of all, it has the intangible asset of field contacts through its extension and agricultural education divisions. In view of this situation the Study Staff recommends:

8. That graduate study in home economics be given at the Mississippi State College exclusively; that the existing cooperative arrangement with State College for Women be strengthened and that some features of the cooperative arrangement be extended to the three other white colleges that give undergraduate instruction in home economics.

9. That the Committee on Graduate Study be authorized to create a subcommittee on home economics education in the colleges for white students; this committee shall propose a plan for coordinating undergraduate work in the field at the several institutions and for articulating it with recommended programs of graduate work at State College. The subcommittee shall consist of one home economics representative from each institution, a similar representative from the State Department of Education, the Board being represented by its Executive Secretary. Recommendations shall be made through the graduate committee to the Presidents' Council and thence to the Board.

10. State College shall employ at least one person to give part time to developing and conducting graduate work in home economics, (and may be encouraged to develop a small undergraduate department of home economics only to serve the needs of its local clientele).

A graduate program in home economics will require funds beyond those previously allocated to State College by the Board of Trustees. It should not be undertaken until adequate provision can be made for it.

The same general procedure should be followed as newer fields seek admission to the family of graduate and professional studies in Mississippi. There are already demands for a school of social work and a school of library science at the University but they should not be authorized until the Board approves after being provided with a bill of particulars as to program and costs.

Fellowships

Fellowships and other forms of grants-in-aid of graduate study and research are used throughout the United States to promote the development of a superior student body. The practice is so well established as to make justification unnecessary.

11. The Study Staff recommends that the Board of Trustees make available to the inter-institutional committee on graduate study and research $10,000 annually for the creation of fellowships calculated to attract superior graduate students to the University and to State College. This fund should be allocated according to an annual plan proposed by the Graduate Committee.

Assistantships in teaching and research should also be provided and paid for according to the service rendered. These might be looked upon as interneships. Both the Graduate Committee and the dean and department in which the individual is to work should participate in his selection and in the determination of the assistant's duties. Many who look to teaching as a career may be given assignments to work with undergraduate students. Care should be taken to see that they are not exploited to provide the institution inexpensive professional service. It is equally important to safeguard the educational welfare of undergraduates who are entrusted to these neophytes. A similar admonition is equally applicable in assigning graduate assistants to research bureaus and projects. Funds for assistantships should be budgeted to the school or department in which the individual is employed just as for regular faculty members.

Other Costs

The fees and other items charged graduate students at the University and State College are not sufficient to meet even a small part of the cost of graduate education. That fact is of course not obvious because professors' salaries and all other major costs are charged to the undergraduate budget of a school or department. It has not been a matter of much concern in a period when there were few graduate students. Yet experience in other states indicates that as the number of graduate students rises there is a tendency to serve graduate students' needs at the expense of undergraduate students. It is not suggested that fees be raised to take care of a larger proportion of the costs of graduate education. But it is recommended:

12. That this changing status of a department or school (its emergence into the graduate level) be taken into account in the preparation of budgets.

Except for non-recurring expenses, most of the costs of graduate education are chargeable to professors' salaries. In the present state of graduate work in Mississippi the professors are alternately undergraduate teachers, graduate teachers, and research workers. The primary task in forming a graduate faculty is of course to select only staff members who can perform the two functions last named in addition to their local (and often major) assignment as a teacher of undergraduate students. The second fundamental task in demarcating the duties of a graduate faculty member is the determination of the parts of his time that shall go into the three kinds of work, and to make budgetary provision accordingly. The difficulties in this task are foreshadowed by the experience of State College in allocating the time of experiment station and extension workers between research, service, and teaching.

The recommendation that graduate faculty be selected from among persons employed in the five colleges carries the definite implication that only such individuals as are needed and have proved their competence in advanced teaching and research will be selected to devote any part of their time to graduate programs. The mere possession of a Ph. D. degree or other earned doctorate is not sufficient evidence of competence for such participation. It is obvious that individuals selected for graduate teaching and research cannot be secured or retained unless the salaries are high enough to attract outstanding individuals.

The inadequacy of libraries and library service at the University and at State College for the sustaining of superior graduate programs is documented elsewhere in this report.

13. The Board of Trustees must strengthen library and laboratory facilities as an indispensable first step in furthering graduate study and research.

Research and Service to the State

It would be easy for laymen to develop expectations of research and service from a graduate faculty that it is not in a position to give. It must be held in mind that the primary function of a graduate faculty in the two Mississippi institutions is to train teachers and research workers rather than to be productive researchers themselves. Faculty members of course will not discharge their training function properly unless they themselves have a thorough and practical knowledge of educational, agricultural, industrial, social and governmental conditions in Mississippi.

What, realistically, may be expected is a modification of the pattern of research and service now in existence at State College in the experiment station and extension services? Many of the staff members of these two services are freed from any teaching service and devote full time to research or to the service in agriculture and the improvement of farm life to the people of the state; other staff members combine research and service, teaching and research, or teaching and service. These programs in agriculture and the improvement of farm life are more or less adequately financed by the Federal Government. Programs of research and service in business, industry, and public administration, to select only three areas for examples, which are financed wholly by state funds are not well financed. Hence, they are less likely to have the staff, travel funds, and research facilities to carry on as adequate programs in these areas.

Nevertheless, the Board of Trustees should make provision for research and service to the people of the state in every major area in which it establishes a program of graduate instruction. Instruction cannot function effectively without research and service. The School of Education and the School of Commerce and Business Administration at the University, for example, should provide and show the amounts to be expended on the graduate level for instruction, research and service. The extramural services of these graduate fields of course will not be limited to instruction, but will include lectures, surveys, studies, consultative services and many other services that competent experts can render to the people of the state.

PART IV

Chapter VIII

INSTITUTIONAL ORGANIZATION AND POLICY IN RELATION TO A UNIFIED STATE PROGRAM

The Board of Trustees for Mississippi's institutions of higher learning can attain the major objectives in coordination largely through adequate provisions for internal organization and policy making. For example, an institution is as dependent on good organization as on faculty good will and understanding in cooperating successfully to carry on a function common to two or more colleges. The successful incorporation of an assigned allocation or the closing of ranks when one is transferred from an institution is dependent on a flexible internal organization which encourages faculty participation in the determination of local and state-wide policies for the system of colleges. Therefore, the Board cannot leave each president and faculty free to set internal organization and policy only in terms of local traditions, conditions, and personalities.

The appropriate end of institutional organization is the continuous welfare of the college as it promotes the best abiding interests and needs of the students. Most administrators and faculty members subscribe to this criterion, but, as strange as it may seem, the history of college organization in Mississippi, and elsewhere, shows that over the years actual machinery and procedures tend to develop the institution according to the self-interest and predilection of dominant staff members. Negro colleges have been particularly vulnerable to this type of exploitation, as too often it has happened that a board of trustees, captivated by the personality of some particular leader, who is trusted and well-liked, simply leaves the entire direction of matters to him, both because Board members are busy people and because race relations in the South are on a personal, informal basis.

This phenomenon is not peculiar to teaching groups—historical evidence indicates that religious orders came in time to be run so largely for the benefit of those in authority as to call for stringent remedial measures. Nor is it necessary, in the shadow of recent world history, to point out that governments tend to become governments of men and not of laws.

It is perhaps asking too much of a president and faculty for the Board to expect them unaided to set their house in order when to do so may disturb the status and prestige of their dominant or best-loved members. After consultation, the Board itself must set the framework of internal reorganization and policy making. It likewise must set the framework within which the staff of each college devises and puts into operation an acceptable plan for faculty administration, student personnel work, business administration, and other areas discussed in other chapters of the Study report. On the other hand, it cannot be too strongly emphasized that once the framework is set, the Board must leave to each president and faculty the working out of its operating policies and administrative procedures.

In the brief time available the consultants were not able to study the organization of each of the institutions in sufficient detail to make a recommendation for a comprehensive reorganization. However, the Staff recommends:

1. That the Board secure the services of a competent consultant in college administration to work with the Board's professional staff and that of each of the colleges in devising a proposal for comprehensive internal reorganization which can be effected over a period of years.

Relation of Allocations to Reorganization.

The necessity for administrative reorganization will be increased if the Board accepts the Study Staff's recommendations for reallocation and expansion of functions. At Mississippi State College, for example, it is recommended that considerable part of the work now being done in business administration and in teacher education be transferred to the University. If this is done there is little justification for retaining the present administrative organization which provides separate schools of business and of education, each with its own dean. The Study Staff is convinced that a more efficient and economical organization would be needed to provide a program likely to produce social and civic usefulness in students and to give them the pre-professional instruction commonly available in the better undergraduate colleges and technical schools of the country. Many land-grant colleges of the country have reorganizations underway for strengthening these phases of their instructional programs. To achieve this kind of administrative structure at State College, it is recommended:

2. That the service courses now in the schools of Business, Education, and Science hereafter be given in a single school, designated as the School of Arts and Sciences. It is further recommended that (a) the courses in business and in education be organized as *divisions* (having departments within them) of this school; and (b) that the physical and earth science departments be organized into a division, the biological sciences into a division, the social sciences into a division, and the languages, literatures, and other humanities into a division. These *divisions* rather than departments should become the administrative units of the School of Arts and Sciences.

A divisional organization within the proposed School of Arts and Sciences should be accompanied by a similar grouping of departments in the School of Agriculture and the School of Engineering.

The specific organization of work within and between the divisions of the School of Arts and Sciences, and between the latter and the School of Agriculture and the School of Engineering cannot be indicated wisely without further study. And there is no point to making such a study until the Board and the faculty are committed to the comprehensive reorganization suggested.

At present State College is committed to a 2-year lower division which carries the implication that it is a separate administrative and instructional unit and that all students are given a common base of general or cultural education. Actually there is no separate administrative structure and in the judgment of the Study Staff there should not be, but neither is there a common or sufficient base of general education which the Study Staff thinks should exist. At present each of five schools decides such basic issues for itself, and this means that each specialized department and field contends more or less successfully for the student's time at the expense often of his education for civic and social usefulness.

There are numerous ways of securing a balance between education that fits one for the vocational and that preparing for the social aspects of an occupation. It is the opinion of the Study Staff that the Board should give State College a mandate for working out an acceptable plan. The College may decide to conduct the freshman year as a joint enterprise of the three recommended schools, for the purpose of extending and rounding out the general education begun in high school and more especially for enabling students to decide intelligently in which of the three schools they should continue general and specialized education. The University of Indiana is using such a plan with marked success. It may decide to maintain three separate administrative plans, each to draw on others' resources for cultural and vocational courses, concentrating general education in the freshman and sophomore years and leaving the junior and senior years largely for professional and technical work. Or it may use the three separate administrative structures and distribute the cultural and vocational courses through the four years, a distribution the Study Staff thinks is psychologically and educationally sound.

It is not implied that a given course is either cultural or vocational. It may be both: farm cooperatives, conservation of natural resources, and floriculture are examples. The purpose of the student may be as potent a determiner as the nature of the course. The faculty should be free to devise its own ways for securing the ends discussed in this paragraph, but the Board should be satisfied that the structure chosen will perform the functions for which it was designed.

The relation of allocations to modifications in administrative structure and policy may also be illustrated at State College by duplication that exists between departments of different schools. For example, the School of Agriculture has a department of economics and so does the School of Education. Four of the five schools offer courses in statistics. A reorganization to reduce duplication and overlapping would simplify institutional structure and provide some savings without a reduction in efficiency, though the persons immediately concerned probably would not agree to the latter part of the statement.

At the University and the State College for Women, the problems of divisional instead of departmental organization and of departmental overlappings are similar to those which have been illustrated from the State College situation. In addition, the University faces several organizational problems in accepting its full responsibility for extension activities, and for expanded work in teacher education and in business administration. For all practical purposes there is no extension division at the University and there appears to be little conviction as to the importance of such a service. The School of Education, and particularly its laboratory facilities in the town of Oxford, needs more cordial support from the University administration; its program should have more functional support and direction from the Liberal Arts college which has as great a stake in the preparation of teachers as the School of Education itself.

Relationships between Faculty, Administration, and Board

Whatever the structural organization of the departments and schools that go to make up the seven colleges for which the Board is responsible, there is need in each institution for a more formal and explicit arrangement for communication between the Board, the presidents, and their faculties. The line of administrative communication from the Board to the presidents, and through them to the faculty, is clear but is a one-way line—there is no clear channel through which the faculty members can make their voices heard in the determination of educational and administrative policy of their own college or of the system as a whole. The Board of necessity delegates many of its powers and responsibilities to the presidents and the faculties. Consequently, it does not and should not look on them as employees but rather as responsible participants in a cooperative enterprise. It follows that there should be recognized channels for two-way communication in conducting this joint responsibility.

Formulation of Administration Policies

Through the Board's own by-laws and through the structural plans of each college, channels of intercommunication on both administrative and educational policies should be established. In administrative matters, to take the less important of the two first, the chief need is for machinery that enables the faculties to participate constructively in the determination of *policy* and in sitting as *advisory* bodies to administrative officers. It is believed that routine administration is better carried on through the Executive Secretary, the presidents, deans, directors, and department heads; but it is not their exclusive prerogative to determine the policies they administer. In other sections of this report inter-institutional advisory committees are recommended on administrative matters—extension work is an example—but it is made explicit that their functions are policy making and advisory rather than administrative. In fine, the setting of the policies of educational institutions requires the constructive thinking of all who have something to contribute, and clear-cut ways should be devised for the constructive thinking of all to be brought to bear.

In each of the colleges the Study Staff found considerable confusion concerning staff responsibility for policy making, advisory functions, and administration. Important policies affecting staff and student welfare were likely to be determined by the administrator in terms of his own wisdom, bias, and predilection rather than through a joint cooperative study, and where there was faculty and student participation, the effort was occasionally negated by an arbitrary use of the veto power or a statement that the proposed policy was not in accord with authorizations of the Board—a matter on which the staff and students had no access to further information. On internal matters of lesser consequence, faculty committees generally make policy and execute it without reference to the faculty as a whole, and without due regard for the function of regularly constituted administrative officers. Because of the situation described in this section, it is recommended:

3. That the president and deans constitute a general administrative council for the college, and that this council shall not be a policy making body.
4. That there be established a representative committee on educational and administrative policy, as described in greater detail in the next section of this report.
5. That in keeping with criteria to be established by the college-wide policy committee , the administrative council shall pass on departmental or divisional recommendations for faculty appointments, promotions, and the general conditions of faculty service.
6. That unless specifically authorized to do so, faculty committees shall refrain from performing administrative duties and devote their energies to formulating policies and to serving in an advisory capacity to recognized administrative officers. Such committees and the college-wide policy committee should be authorized to make periodic reviews, which will be filed with the president and the Executive Secretary, to show how well administrative practice accords with established policies.

Faculty Organization for Educational Planning

The most important function delegated to the faculty by the Board is that of determining and maintaining a suitable educational program. The administrative officers of a college can man the machinery for operating this program, but the responsibility for its nature and quality rests squarely on the faculty as well as the administration. If the faculty is to discharge its responsibility for formulating policy relating to curriculum, instructional procedures, the granting of degrees, and student activities and discipline, it must be organized to perform effectively at least the following essentials: (a) to formulate the general educational objectives of the college and devise consistent fundamental program patterns; (b) to formulate more specific program and course objectives for general and vocational education; (c) to devise appropriate curricular and extra-classroom experiences in the light of the above controlling purposes, and (d) to conduct continuous appraisals of how well these activities lead to the specific and general objectives set by the Board and the faculty. The Study Staff commends the activity of the faculty post-war planning committees, and the faculty-alumni committees now planning for the future development of several of the institutions.

Other chapters of the Study report have recommended inter-institutional committees to formulate educational and administrative policies to govern the joint activities of the colleges. The work of these committees of course cannot be done without close articulation with internal policy-making bodies. The committee structure for educational planning, as the Study Staff sees it, would be somewhat as follows:

7. A series of inter-institutional committees (they have been suggested in other chapters and their functions indicated) that will be responsible for formulating state-wide educational and administrative policies for joint college activities, and for articulating them with the internal policies of individual colleges.
8. A council or committee in each institution that shall be responsible for the formulation of educational policies and for administrative policies to put them into effect. This committee should consist of from five to seven faculty members chosen for individual ability and capacity to see the college program as a whole; to assure liaison, the chairman of the administrative council should be a member exofficio. The committee should act as a planning and steering committee in initiating studies and delegating actual work to special and regular faculty committees of its selection; it should act as a reviewing committee for the proposals of its sub-committees that are to be submitted to the faculty for consideration and adoption.
9. The general planning committee and its working sub-committees should limit its functions to policy-forming and advisory services. Actual administration is the responsibility of the designated official whose decisions can be reviewed periodically.
10. A special and immediate function of the college-wide policy committee shall be recommending criteria for adoption by the faculty which shall guide the administrative council in passing on faculty cases for appointment, promotion, and fixing the

general conditions of their service. The chairman of the policy committees of the several colleges should pool their proposed criteria and attempt to get a common set of criteria governing faculty welfare in all the colleges. It is important that the Board shall adopt principles governing academic freedom, tenure, and procedures for terminating the services of a staff member.

Chapter IX

FACULTY PERSONNEL ADMINISTRATION

Study of faculty personnel in institutions of higher education entails examination of a large number of factors. No single criterion of faculty excellence nor any group of objective criteria can be sufficient to assure a faculty strong in character, qualitative in teaching, and sound in research. Taken as a whole, however, these factors can be examined in the light of the program of an institution and from them fairly definite conclusions can be drawn. The human equation, most difficult of measurement, must be considered as important in any discussion or attempt at evaluation of good teaching.

A good part of this chapter will be devoted to examination of data secured from individual members of the faculties of all the institutions of higher learning under the jurisdiction of the Board of Trustees. These data were secured by means of a uniform information blank filled out by the faculty members themselves. They make it possible to compare the faculty of each institution with those of the other institutions in Mississippi and with those of similar institutions in other states. Other information used for comparative purposes came from institutions of higher learning in the southeastern states.

It cannot be said categorically that advanced degrees automatically provide assurance of good teaching. A teacher may have every qualification in the form of advanced degrees, publications, and testimonials of character, yet prove a distinctly inferior instructor and an undesirable member of the staff. Capable administrators, in the selection of effective teachers, go beyond "paper" qualifications. For the purposes of this discussion, however, it is assumed that graduate degrees, with accompanying factors such as research, publications, and other scholarly indications, go far toward assuring qualitative instruction.

The tables in this report furnish an analysis of the faculties in the Mississippi institutions reflected through a large number of objective factors that, taken as a whole, establish the cumulative record of faculty achievement. They show, for example, the percentage of the faculty holding the doctor's degree; the percentage not having the doctor's who hold the master's; total months of graduate study; the percentage of the faculty teaching in its field of major graduate study, et cetera.

Training. In comparison with institutions of higher learning in other states, the University ranks extremely high in the percentage of the faculty holding the doctor's degree. State College is considerably above the average. In neither of the colleges for Negroes is there a member of the faculty holding the doctor's degree. Delta is slightly below the average, while Southern is much below.

With the exception of the two colleges for Negroes, all the institutions have a relatively high average of faculty members, exclusive of those with the doctor's degree, who hold the master's. Southern is slightly above the average, while all the others are very much above.

Figures are provided in Table 1 to show the percentage of the faculty holding no graduate degree. At this point it should be noted that in the study of the preparation of the faculty all members were included except those in physical education who serve primarily as coaches. It should be recognized also that teachers of music, speech, and other specialized services do not, as a rule, secure advanced degrees. At the University, State, and Delta, the percentage of the faculty with no advanced degree is negligible. It is considerably higher at MSCW and much higher at Southern, primarily because of the emphasis on music in these two colleges. In the Negro colleges scarcely half of the members of the faculties hold advanced degrees.

In the colleges where the percentage of doctors is high, the number of months of graduate study per faculty member will naturally be high. On this score, all the colleges except those for Negroes compare favorably with those of other sections of the country. Delta, the lowest at this point, is above the average.

In observing the figures on the percentage of the faculty teaching in its field of major graduate study, recognition should be given to the fact that in some cases the figures do not quite tell the story. In the Mississippi colleges there are many faculty members who are very old in service. Some of these did not have the major and minor fields of study clearly defined, either as undergraduates or as graduate students. The situation in the Negro colleges indicates that there is not breadth of offerings, particularly in the land-grant colleges, for the adequate training of Negro teachers. An extremely low percentage of the faculty of Jackson and of Alcorn are teaching in their fields of graduate training.

A word of caution with regard to inbreeding is presented in Table 1(a). This table indicates the percentage of the faculties who hold their undergraduate degrees from the institutions in which they are teaching. Many institutions throughout the country select highly qualified graduates, encourage them to secure advanced degrees, and recall them to their *alma mater* to teach. This is a natural process, and one to be encouraged. It is well to keep a careful check upon this policy, however, in order that a college may not become overweighted with its own graduates, regardless of the breadth of their graduate degrees.

Tenure. The individual faculty records give ample evidence that tenure is highly respected in the Mississippi colleges. A relatively large number of faculty members have served continuously from 25 to 45 years. One member of the staff at the University has had 52 years of service; one member of the faculty at State has had 51 years of service.

While Table 2 indicates that Delta and Southern are below the average in tenure, at Delta, the newest member of the educational family, several members of the staff have been in service since the college opened its doors. There has been a rapid turnover of staff in both of the colleges for Negroes.

A study of Table 2 shows that the time cannot be far distant when many members of the staff, particularly at State College and the University, must retire. Deans at State and at the University average 23 and 18 years of service respectively, while other full professors average 21 and 16 years respectively. It is to be hoped that retirement plans will be adequate and that the colleges will include in their immediate plans for development the introduction of a large number of young faculty members. Students should not continue to be taught by professors past their period of effective service.

In view of the limited financial support and consequent low salaries, years of tenure in the Mississippi institutions of higher learning present an unusual picture. Where good salaries, adequate retirement provisions, and the usual stimuli to professional development are found, institutions draw and hold strong teachers. Not only has Mississippi failed to provide salaries comparable with those in other states of the region, but, in addition, within the past fifteen years the state has suffered harsh treatment at the hands of the politicians. Despite these difficulties, men of character and ability have been and are devoting their lives to instruction of the youth of Mississippi.

Before leaving Table 2, particular attention should be called to the long years of service of faculty members within the same rank. This is especially true of associate professors at Southern, State, and MSCW, and of assistant professors at MSCW and State. Presidents of the colleges say frankly that lack of financial support is responsible for this unsatisfactory condition. The average number of years faculty members have taught within the various ranks is important. Teachers of ability have the right to expect promotion and advance in salary. Without these factors one cannot expect the teacher to retain his incentive to pursue graduate work or to keep himself equipped generally and abreast of his field.

At MSCW, where more than half of the staff is in the assistant professor class, the average years of teaching in this college at this rank is thirteen. The salary is very low. A careful study should be made here and in the other institutions in an effort to remedy this unfair and unsatisfactory condition. Until more money is available, the presidents of the colleges are not able to provide a proper balance within the various ranks. More money should be provided and definite plans for promotion should be established. It is good neither for the individual nor for the institution for faculty members to be continued for many years at the same rank and at the same salary.

Instructors should be carried only for the brief period of probationary years needed to determine their value to the college. In justice to them and to the institution, instructors should not be continued year after year to an indefinite period; they should be promoted or released.

While a later section of this report will be devoted to the question of salaries, it seems pertinent to emphasize here that lack of financial support is responsible for the static condition evidenced by the lack of movement within the ranks in most of the colleges. Within recent years many colleges in the region have increased salaries substantially, either by providing definite sums to meet increased costs of living or as permanent additions to salaries. No greater stimulation could be given the faculties in the Mississippi colleges than an immediate and significant increase in salaries.

Leaves of Absence. Leaves of absence are important in the development of a college faculty. Graduate study, even after graduate degrees have been secured, provides the stimulation needed to keep the individual faculty member serving most effectively. Travel is desirable. At present Mississippi has no provision for extending leaves of absence except without pay, and then only when the faculty member can be spared from summer teaching.

It would be highly desirable for the trustees to work out a plan whereby the sabbatical year, or something similar, could be provided. In many institutions the faculty member is given his seventh year for graduate study, travel, research, or for otherwise improving himself in his position. In this event the faculty member should be given a year at half pay or a half year at full salary. In other institutions, one quarter every four years is provided. Any plan for leaves of absence should call for insistence that the leave be taken at the time prescribed and that the faculty member obligate himself to return to his institution for at least a year following his leave of absence.

A very suggestive example of what might be done in organizing a plan for providing leaves of absence with pay is the plan now being considered in Louisiana. The salient features of this plan are quoted for what they may be worth, and it is suggested that the Board discuss it in detail with the Director of the Study. These features are quoted as follows:

"Knowing that provision for academic leave with pay is a well established administrative device calculated to improve the quality of college teachers in service, and in recognizing that for the colleges under its control such a policy is justifiable and desirable, the Board hereby declares it to be its policy from January 1, 1945, to offer faculty members opportunity of leave of absence with pay for study under the following conditions:

"(1) A minimum of six weeks of full time residence study each five years at a reputable graduate school shall continue to be required of each faculty member. A certificate of credit shall be submitted as evidence that this requirement has been met. The college president may, for sufficient reason, exempt from this requirement a faculty member who is fifty-five or more years of age.

"(2) In the case of a faculty member of doctoral level, evidence of independent study or research which does not involve college credit, carried on in residence at a reputable graduate school, laboratory or library, may be accepted in lieu of a certificate of graduate credit. In exceptional cases evidences of off-campus research may be accepted as meeting the requirement.

"(3) The faculty member shall secure the approval of his college president in selecting a graduate school and courses of study.

"(4) The period of required leave of absence with pay shall be not less than six weeks. The college president may, under justifiable conditions, approve additional leave with pay to an aggregate maximum of eighteen weeks.

"(5) The rate of compensation for the period of leave approved shall be at the rate of pay for the period for which leave was granted."

Ideally, employment should be for twelve months instead of the usual situation where the faculty member is employed for the academic year and his salary paid through twelve installments. With the faculty on continuous service, many administrative difficulties would be greatly simplified.

Publications. The institutions of higher learning in Mississippi, in common with the majority of such institutions in the area, have been devoted primarily to teaching. Although the publication of books and articles does not serve necessarily as an indication of good teaching, it is one of the factors that should be considered in an effort to evalute the excellence of a staff. It is not expected that all, or even a large part, of the faculty will publish books, but there is within every faculty a small group of scholars who feel compelled to publish. They should be encouraged.

Table 3 indicates that all of the higher institutions, one Negro college excepted, are above the average in the publication of books. State College has done more publication of articles per faculty member than any of the other institutions, with the University ranking second on this score. Except for Southern and Alcorn, there has been a fairly good spread of notes and reviews published by the faculty members.

There is a weakness in Table 3 in that no limit has been set in the number of years over which these publications have been spread. It probably would have been a more valuable indication if the last five years had been selected and study given to the amount and variety of publication during this period.

Learned Societies. Another factor of value in determining the strength of the teacher is his interest in learned societies within his field. His value to his institution is enhanced if he can attend national meetings, participate in programs, and receive the journals.

The variety of institutions represented in this study has made it difficult to secure effective comparative figures. In some studies similar to this a designated number of learned societies has been provided and comparisons have been made with this relatively small group of organizations.. In this report it has seemed advisable to follow another procedure. There are certain important organizations in which the members of the faculty of the University are extremely interested, while at the same time they would not be of interest or of particular value to the faculty of the land-grant college. The same situation would apply to the teachers' colleges, the State College for Women, and the colleges for Negroes.

Table 4 reflects figures for three types of learned societies, those of national scope, those of regional importance, and those of state interest. According to the faculty records, there has been above average interest at State and at MSCW in societies of national importance. The University also is above the general average. The percentage is lowest at Delta, where there has been little participation in the programs. A very large percentage of the faculties attend meetings within the state.

Research. In the development of higher education in Mississippi, it is to be expected that the colleges will continue to devote their interests primarily to teaching. Certainly this would be true in the teachers' colleges, in MSCW, and in the colleges for Negroes, where development of graduate work is not likely to take place. Where graduate programs are in progress or are to be developed, increased interest in research will naturally follow. It is the obligation of the graduate schools of the University and of the land-grant college to do continuous research directed toward the development of resources of the state.

This study has not included members of the staff at State who are engaged in agricultural extension or experiment station work. There is, of course, a great amount of research in continuous progress in these two divisions at State College. Table 5 reflects research activity in State College proper, in the University, and in the other five colleges. The University and State have done much more work in research than any of the other institutions. This phase of institutional activity should develop and expand at these two institutions.

Teaching Loads. During this period in the history of higher education, with student bodies reduced to a minimum, teaching loads cannot be evaluated as well as would have been possible in peak enrollment years. It is generally understood and accepted that no satisfactory measure has yet been devised for determining a fair and equitable teaching load. Classes vary in size in accordance with fields of instruction and methods of approach. The instructor in such professional fields as law and medicine has, as a rule, a much lighter teaching load than the professor of English in the College of Arts and Sciences. This is true also in graduate teaching.

For the purpose of this study, both for the sake of simplicity and for comparative purposes, the number of clock hours of teaching per week is used as a measure. The teacher has many activities preparatory to his appearance in the lecture room or laboratory that are not included in this measure. Preparation of the lecture or laboratory materials, additional time in the lecture room or laboratory, the grading of papers, and counselling with students all form a part of the normal routine of the classroom teacher. The personnel records carry a number of questions bearing upon the activity of the teacher. The answers given were too varied to make possible an analysis of any significance.

In determining teaching loads, no effort is made to reduce the faculty to a full-time basis. The total number of clock hours taught is divided by the number of faculty teaching. Table 6 clearly indicates that none of the institutions is calling upon its staff for heavy teaching loads at this time. Such was not the case, however, in 1939-40, the representative year chosen for this study. The heaviest teaching loads during the current year are at MSCW, where 872 students have been enrolled. The lightest load is at the University. At both the University and State College, the deans are also department heads and professors. They do a comparatively large amount of teaching. As the student bodies return to pre-war size, it will be necessary for these deans to devote more time to administrative duties within their divisions and less time to teaching.

The final figure in Table 6 shows the faculty-student ratio, and is based upon enrollment figures furnished and the number of faculty members used in compiling these tables. The student bodies have not been equated for full-time equivalencies, nor has the faculty been reduced to full-time teachers.

Academic Freedom. Academic freedom and the right to teach in such a manner as the faculty members consider their responsibility does not appear to be hampered in any way in the higher institutions of Mississippi. Such has not always been the case in neighboring states of the southeast. Mississippi, as well as other states, should adopt the following statement of principles of academic freedom and tenure:

ACADEMIC FREEDOM AND TENURE

Statement of Principles, 1940

(Statement of principles concerning academic freedom and tenure formulated by representatives of the Association of American Colleges and of the American Association of University Professors and agreed upon at a joint conference on November 8, 1940. This statement was endorsed by the Association of American Colleges at its Annual Meeting on January 9, 1941, by the

American Association of Teachers Colleges at its Annual Meeting on February 22, 1941, and by the American Association of University Professors at its Annual Meeting on December 28, 1941.)

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher[1] or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

ACADEMIC FREEDOM

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of tne institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence, he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

---

[1] The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

ACADEMIC TENURE

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Retirement. Attention has been directed to the need in Mississippi of adequate retirement. The act providing retirement appears to have been directed in Mississippi, as in some other states of the area, toward providing care for teachers in the public schools. Adjustments should be made or supplementary procedures should be adopted whereby adequate funds are provided for retiring teachers in the institutions of higher learning. Attention is called to the Teachers Insurance and Annuity Association, a non-profit organization interested solely in assisting in improving the welfare of the teaching profession. Many colleges and universities of the country utilize this service.

Along with adequate retirement goes group insurance. There is no organized plan of this kind operative in Mississippi's higher institutions. In many institutions of higher education, group insurance policies are carried, with the individual faculty member sharing the cost equally with the institution. This provides at very reasonable cost adequate medical care and hospitalization for both the faculty member and his family.

Salaries. A study of salaries in Mississippi gives clear indication that this is the most pressing matter for the attention of the Board of Trustees. Mississippi can never have great institutions of higher education until it makes large adjustments upward in salaries. For years the colleges of Mississippi have served in a sense as testing laboratories for colleges and universities of other states—teachers are developed by the colleges in Mississippi and then are taken when wanted by others with greater ability to pay. The president of one college in Mississippi reports loss of more than a hundred members of his faculty within recent years to institutions in other states offering larger salaries and holding out greater opportunities for development and advancement. Almost all state institutions of higher learning can extend to prospective faculty members far greater promise than can those of Mississippi.

There are in this state, as everywhere, of course, those teachers whose devotion to Mississippi and its institutions of higher learning causes them to hold to their positions here despite attractive offers elsewhere. Granting this, Mississippi cannot afford to traffic in the loyalty of these competent and ambitious scholars. Institutional pride is commendable, but it should not have as its reward lower standards of living and inability to provide for family and for professional development.

The fact that appropriations in Mississippi have remained static, or nearly so, for a dozen years or more is primarily responsible for the handicaps under which the colleges have operated. Almost without exception the heads of the colleges are to be commended for their leadership and for their business abilities which have made it possible for them to operate on balanced budgets. They are to be commended also for their ability to secure such well prepared faculties and administrative staffs. It is a safe statement that the over-all appropriations to either the University or State College have not been and are not now equal to appropriations for single divisions in comparable institutions of the area.

In the competition in higher education today, it is difficult for underfinanced institutions to sustain themselves and develop in comparison with institutions that are moderately to well supported. Higher education hardly anywhere in the thinly populated southeast receives sufficient funds to permit comparison with such institutions in other sections of the country.

The remainder of this report is given to an analysis of salaries in the five higher institutions for whites. The colleges for Negroes have not been included here because there is a separate chapter in the Study devoted to higher education for Negroes.

If it be accepted that higher education in Mississippi and the Southeast is not sufficiently well financed to allow for comparison on a national basis, then it is not unreasonable to compare Mississippi's higher institutions with the other higher institutions of the area. Mississippi may not be in position to supply sufficient funds to its colleges to enable them to attain top position within the southeastern states, but certainly it may be expected that higher education in Mississippi occupy at least the middle ground.

For reflection of Mississippi's position with regard to salaries, comparisons have been drawn, in the main, from the states that constitute the Southeastern region. For example, in considering the University and State College, comparisons are not made with all state universities and land grant colleges of the country; instead they are made with the 17 state universities and land grant colleges in the states where Negroes are provided separate institutions.

In the accompanying tables the Mississippi institutions have been placed alongside those performing similar functions in other states. The teachers' colleges are compared with a group of small institutions of similar character. The State College for Women fits into place with state supported institutions other than teachers' colleges, land-grant colleges, or universities. This is justified on the ground that similar institutions tend to compete with each other for faculty members and in other ways are comparable .

There are two sets of comparative figures in this report. The Study revolves around 1939-40, the last year of normal operations prior to the beginning of the war. Consequently, comparisons in salaries are reflected for that year. At the same time, it seemed highly important that there be a presentation of the situation as it exists today. To this end, additional information was secured from higher institutions within this area. The University and State College are considered with 14 similar institutions of the Southeast; MSCW is reflected with the state colleges for women of the Southeast; the teachers' colleges are compared with teachers' colleges and smaller colleges in neighboring states. All these figures cover the 1944-45 academic year.

All salaries, with the exception of those of the presidents, are based upon the academic year of nine months. This is the manner in which salaries are paid in Mississippi, with payments extending over the calendar year.

Brief consideration should be given the summer school, conducted in all the higher institutions except MSCW. It is evident that there is no general framework established in the state for financing summer schools. At Delta a flat figure of $300 is provided all who teach full time, regardless of rank. In the other colleges there is a great fluctuation in salaries. The summer school should be an integral part of an institution's operations, and adequate provision for it should be included in the regular budget. Salaries should vary in accordance with rank, or salary, and should be established either on a percentage of the regular salary or set up on a definite scale.

In a nearby state institution summer salaries are established as follows: For those earning less than $3,000, 22 per cent of the regular salary is paid; from $3,000 to $4,000, the payment is 20 per cent; and from $4,000 and above, 18 per cent is paid. These figures are for full-time service, and the salary is scaled down proportionately for part-time teaching. Faculty members may serve through the entire term of 12 weeks or for either half.

Under the impetus of the war and the program of acceleration, the summer quarter is playing a more important part in the educational program than heretofore. Practically all colleges and universities are utilizing their faculties and plants throughout the calendar year, and it is likely that they will continue to do so upon conclusion of the war.

Salaries of the chief administrative officers in Mississippi are of two classifications: the presidents of the University, State, and MSCW receive the same salary, with a lower identical salary paid the presidents of Delta and Southern. The predominant procedure in the area is for the highest salaries to be paid the presidents of the University and the land-grant college. The president of the State College for Women, as a rule, receives a salary lower than those referred to above, but higher than the salary paid the presidents of the teachers' colleges.

The salary of the president of the University of Mississippi and of the president of Mississippi State College is the lowest in the area. Salaries for the current year in Southeastern universities and land-grant colleges range from $6,600 to $17,500. In every case the president is furnished a home and perquisites. Funds for entertainment are provided and in some cases servants are furnished. The president usually is furnished an automobile. To bring the salaries of the president of the University and the president of State College to the median for the Southeast, their salaries should be increased to $8,450, exclusive of perquisites.

The State College for Women is an institution that, with the exception of Oklahoma, is peculiar to the South. This college is to be found in the following states: Alabama, Florida, Georgia (2), Mississippi, North Carolina, South Carolina, and Texas. Within the past year the State Teachers College at Fredericksburg, Virginia, has by legislative enactment become the state college for women, under the control of the board of trustees of the University of Virginia. Figures for this college and for the Georgia State Woman's College at Valdosta are not included in this study.

The presidents of the state colleges for women are receiving this year salaries ranging from $6,000 to $8,000. A salary of $7,000, exclusive of perquisites, would place MSCW in good comparative position among state colleges for women.

As this report progresses, it will be noted that relatively small increases for salaries are needed at Delta and Southern in order to bring them to the median of institutions of their type. Salaries of the presidents are not comparably as low as are those of the presidents of the University and State College. If the salary of the presidents of Delta and Southern were increased to $6,000, exclusive of perquisites, they would be in the upper level of teachers' colleges of their size and breadth of offerings.

In the University and State College the deans are also professors and department heads, and are at present carrying comparatively heavy teaching loads. The large amount of teaching is true particularly at the University at this time. It is natural, of course, when contraction of faculty is necessary, that the deans carry as much of the teaching burden as their administrative duties will permit. There is no criticism of the teaching loads implied, but the suggestion is reiterated that as faculties, student bodies, and services are expanded, it will be necessary for these division heads to devote a much larger part of their time to administration.

A glance at the salaries of the deans at the University and at State College in 1939-40 shows that there was little difference between them. Throughout this report the figure used for comparison is the median, that figure above and below which half the salary figures fall. The median, and, as a rule, the high salary for deans at the University, was $3,600, while at State it was $3,750. The median for deans in the 17 land-grant colleges and universities at that time was $4,844. If the University and State had paid deans the median salary paid in these 17 comparable institutions in 1939-40, the total would have been $53,284 against $39,710 actually paid.

There is but a single dean in each of the other three institutions of higher learning. The dean at MSCW and at Southern is also the vice president. The dean at Delta is also a professor and department head. There would seem every reason in MSCW and Southern that the dean be assigned instructional duties. If the enrollment at MSCW continues to be large, it is likely that the dean of women might be so pressed with administrative duties that she would do little or no teaching. At Southern, however, there seems little need for a dean and vice president. Both of these colleges would be strengthened if their deanships corresponded more nearly to that at Delta. At Delta the dean has played a very important part in the development of the academic program and in providing, through example, stimulus to the entire staff.

The salary of the dean and vice president at MSCW in 1939-40 was $3,888. The median for 15 state colleges used for comparative purposes was $3,500. At Delta and at Southern the salary of the dean was $3,600 in comparison with a median of $2,625 for 25 small teachers' colleges. It seems strange that in the 25 small teachers' colleges, the salary of the dean for nine months of service was smaller than that of the professor. For this reason the median salary for deans in colleges for teachers has not been used. It is interesting to note that the salary of the dean in these three smaller colleges in Mississippi was equal to the corresponding salary at the University and at State College.

Table 13 is a composite table carrying comparative figures for 1939-40 and for 1944-45. The figures for 1939-40 were used because the entire study hinges around that year. This year seems hardly as valuable for consideration as is 1944-45. In 1939-40 the enrollment at the University was 1482 students; at State College there were 2327 students. In 1944-45 there have been registered 846 students at the University and 404 at State College.

These sharp decreases in enrollment have necessarily called for corresponding reduction in faculties. The difference in the size of staff is not as great, however, as might be expected. At the University the number of full-time teachers in 1939-40 was 71, while the number at this time is 50. At State College the number of instructors in 1939-40 was 68; in 1944-45 it is 42. It is thus evident that the nucleus of the faculty has been retained in each of these institutions. It means further than in each of the colleges at this time there is a surplus of staff. Both the University and State have followed a course that every institution of higher education in the country would be expected to pursue, namely, to hold those faculty members who have been long with the institution and have given splendid service. It is clear now that the bottom has been reached in enrollment decreases and that from this time on the faculties will be called upon for increased service.

In many respects the University and the land-grant college have points in which they are parallel, but by and large there is much more varied activity at the University than at State insofar as instruction is concerned. State College has in addition to its academic program in Starkville a far-flung, state-wide and very important service to render in agricultural extension and experiment station work. The two last named programs are divorced entirely from the first in so far as this study is concerned. Federal funds and funds matched by the state are large. Salaries of those doing this work are excellent. These programs, however, do not form a part of the educational picture in so far as this specific phase of the study is concerned.

Further observation of the data shows that in 1939-40 the University and State College were below the median in every rank. Without pursuing the figures in detail for the various ranks, a glance should be given to totals. If in all the higher institutions salaries of the various medians were used, the state would have spent for instructional salaries a total of $675,244. This figure includes full-time teachers only and does not include a multitude of services necessary in the successful operation of any institution of higher learning. For example, no figure is included here for operation of the plant, maintenance of the various departments, or capital outlays. Neither is there carried here the cost of library services, student assistants, salaries of the coaches, salaries of teachers in the demonstration schools, or salaries of part-time teachers. A prime purpose of this report is to point out appropriations necessary in order that Mississippi may pay salaries sufficiently high to insure fair comparison with other states of the region.

Of significance in considering these data for 1939-40 is the fact that within a very short time following conclusion of the war, enrollments in the Mississippi colleges will doubtless reach and surpass the figures of that year. It may be used then in a sense as a sounding board for determining the funds that will be needed in a very short time. In the total of $675,000 for full-time teaching service, the two colleges for Negroes are not included.

Table 8 indicates the highest salary, the lowest salary, and the median salary for professors, associate professors, assistant professors, and instructors in the 14 state universities and land-grant colleges. In this table also are placed the University and State College. A few omissions from the staff should be noted. The athletic group carries academic rank, but salaries are far in excess of the average salary paid members of the faculty who teach. It did not seem fair, therefore, to include a $3,600 assistant professor in athletics where such salaries in general are considerably less than $3,000.

Table 13 follows through with its composite figures to include actual expenditures for teaching in 1944-45. In addition, this table projects the faculties on the median for the group of institutions with which they are compared. For example, salaries actually paid at the University this year for fifty teachers amount to $147,042; if the median for the 14 comparable institutions were attained, the figure would be $194,096. Projected still further, this means that these fifty members of the teaching staff at the University should receive $47,054 more than they are being paid at this time.

At State College 42 members of the faculty are being paid $114,119 from the college budget. Additional payments to these teachers from funds other than the state appropriation brings the total to $122,061. The supplement should be disregarded, however, and the total salary paid from the budget of the college. If the same comparison is carried through for State as is made above for the University, the full-time teaching staff would be receiving $157,506 at this time. The difference is approximately $43,000.

The picture at MSCW is sufficiently singular to call for special attention. The great majority of the faculty falls into two ranks, professor and assistant professor. While the highest salary for professors is $3402, half of this group is paid $3175, or less. The highest salary for assistant professors is $2268, while the median is $2080. This latter figure is the salary in general for assistant professors at MSCW. Because of lack of money, the president of the college has found it necessary to keep these salaries very low. A recapitualtion will show that there are 53 full-time members of the teaching staff now as compared with 59 in 1939-40. Salaries actually paid at this time, including that of the dean who teaches one class, are $134,640. If the same comparison that has been made with the University and State is made for MSCW with the state colleges for women of the Southeast, salaries at MSCW would be this year $138,663. The difference here is small, but adjustment within the ranks, particularly in the moving upward of excellent teachers who have been carried as assistant professors for many years, would call for a significant addition to the budget for salaries.

The faculty at Delta for the current year corresponds exactly to the faculty of 1939-40, although the distribution within the ranks has been shifted. There are about half as many instructors in the college at present as there were in 1939-40, while the number of associate professors has nearly doubled. This institution is to be commended for being able enough to strengthen its faculty in this manner during this five-year period.

The salaries at Delta, as at Southern, compare favorably with other institutions of like nature in the two years under consideration. It is a simple fact that in the smaller teachers' colleges of the country and of the region, salaries are low. If Mississippi is to improve the quality of its offerings and provide higher salaries in the University, State College, and MSCW, then it should make every effort also to make its two teachers' colleges among the strongest in the area.

Actual salaries paid the 29 full-time members of the teaching staff at Delta in 1939-40 were $60,380. Included here is the salary of the dean who does not teach full time but who does render an important service to instruction in the college. Including the salary of the dean at $3600, and using median figures for all other members of the faculty, the college would have paid in 1939-40 a total of $63,777 for these services. The difference is very slight.

Actual salaries paid at Delta in 1944-45 are $67,695 for 29 staff members, the exact number on the staff in 1939-40. If the median for 1944-45 is applied, it would be necessary for the college to pay $69,470 to the staff.

Salaries for 33 members of the staff at Southern in 1939-40 totaled $70,850. If the median had been applied at that time, the over-all salary figure would have been $75,756. Actual salaries for 30 teachers in 1944-45 total $71,600. Southern is the only college in the group of Mississippi institutions of higher learning that during the current year is paying more for teaching services than is provided in the median of the institutions with which it is compared.

Recapitulation of salaries gives the following over-all figures: Salaries paid in the five institutions in 1939-40 totaled $585,898. If median figures for comparable institutions had been applied at that time, the total would have been $675,244. In other words, salaries would have cost the state through this procedure approximately $90,000 more than it paid.

For the 1944-45 year, salaries in the five colleges will total $535,096. If the median figure for the Southeastern states is used in comparison, the amount would be $630,840, or an increase of $95,744.

To bring into consideration one salary that has not been considered in any of these presentations, that of the presidents, the total given above for 1944-45 would be $666,840. This assumes that the salaries of the presidents would be as follows: University and State College, $8450; MSCW, $7000; Delta and Southern $6000. Including the presidents in the actual salaries being paid in the five institutions and subtracting the total actually paid from the median figure above, there would need to be an increase of approximately $100,000 in salaries. The exact figure is $101,044.

In all the salary considerations in this report, it is clear that major attention needs to be concentrated upon the University and State College. Approximately 90 per cent of the increases indicated would apply to these two institutions. Teaching salaries and those of the deans at the University in 1944-45 aggregate $147,042; with the median figure applied, a total of $47,054 additional would be needed. At State College the actual figure is $114,119, and the median would call for $157,506; the difference is $43,387.

It has been stated more than once in this report, but should be mentioned again in the conclusion of this section dealing with salaries, that only full-time teachers whose entire salaries are paid from the college budget have been considered. In some of the colleges, particularly at State, a number of faculty members have a portion of their salary charged to other activities. No attempt has been made to equate these payments in terms of full-time teachers. Salaries of the Chancellor Emeritus at the University and the Vice President at State have not been used because these salaries are in excess of those paid the deans; the effort throughout this report has been to secure figures based on the range of salaries among the deans as a whole, as well as among other faculty members of the various ranks.

Graduate Work and Salaries. If the Mississippi institutions of higher learning are to reach a position of distinction among colleges and universities, steps must be taken pointing toward development of graduate study. It is hardly likely that such development will occur in any of the institutions except the University and State College. State will of necessity give considerable attention to graduate training, but the greatest emphasis should be placed at the University where fields of teaching are more extensive. Undergirding any graduate program must of necessity be a solid undergraduate footing. Higher salaries, additions to staff, further strength in the library and laboratories should be provided at the earliest moment possible. It seems doubtful that the University will ever feel that it should confer the Doctor of Philosophy degree.

A clear development in recent years gives recognition to the scholar whose attainments and prominence cause unusual value to be placed upon his services. Certain universities, where these values are recognized and where funds are adequate, have established what may be termed Distinguished Professorships. The legislature of Texas, for example, provides an annual appropriation—over and above all other appropriations—for maintenance of sixteen distinguished professors. The salary of eight of these men is $6500 for nine months of service and that of the other eight is $8000. The University of North Carolina, from an endowment fund, maintains the Keenan professorships which range upward to $7500.

Mississippi might well follow these examples, either through state appropriation or through funds secured independently of the legislature.

Salary Scale. A salary scale is herewith proposed for the consideration of the Board of Trustees. It carries three divisions: one to include the University and State College; another to include MSCW only; a third to include Delta and Southern. A salary scale for the Negro colleges is given in the section on Negro education as the median salaries paid in Negro land-grant colleges and in Negro teachers' colleges of the South.

This scale is flexible in every case. If it were adopted the institutions of higher learning could meet the salary increases suggested in this report and be at the median salary levels of similar institutions in the Southern states. It is conservative and does not enable the institutions to compete in the top brackets. It offers the opportunity, however, for the institutions to move upward in salaries as rapidly as financial resources will permit. Following is the suggested scale:

SUGGESTED SALARY SCALE FOR MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING

	Professors Range	*Associate Professors Range*	*Assistant Professors Range*	*Instructors Range*
University	$3500-$5000	$3000-$3500	$2400-$3000	$1800-$2400
State	$3500-$5000	$3000-$3500	$2400-$3000	$1800-$2400
MSCW	$3200-$3600	$2700-$3200	$2400-$2700	$1800-$2400
Delta	$3000-$3500	$2600-$3000	$2200-$2600	$1800-$2200
Southern	$3000-$3500	$2600-$3000	$2200-$2600	$1800-$2200

RECOMMENDATIONS

1. That an adequate retirement plan be provided and retirement made compulsory at the designated age limit.
2. That group insurance be instituted.
3. That clearly defined plans for promotion be established and followed.
4. That leaves of absence with pay be provided.
5. That the recommended *Statement of Principles on Academic Freedom and Tenure* be adopted.
6. That attendance upon meetings of learned societies be encouraged, with the institutions providing all or part of the expense.
7. That the summer session be included in and form a part of the institutional budgets, and that a scale for salaries be provided.
8. That the salaries of the presidents be increased.
9. That salary increases of three types be considered:
    - (a) To meet increased cost of living (general).
    - (b) To recognize and reward those faculty members who for years have had no change in rank or increase in salary.
    - (c) To meet the median salaries now paid in comparable institutions.
10. That a suitable salary scale be adopted.

TABLE 1

TRAINING OF THE FACULTIES OF THE SEVEN MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING

Institution	*Per Cent Holding Doctor's Degree*	*Per Cent Holding Master's Degree**	*Per Cent Holding No Graduate Degree*	*Average Months Graduate Study*	*Major Graduate Study in Teaching Field Per Cent*
University	57.3	90.6	4.0	31.5	94.5
State	38.0	93.5	4.0	28.4	91.6
MSCW	25.4	90.9	6.7	25.8	94.8
Delta	22.2	95.2	3.7	22.3	90.9
Southern	17.2	75.0	20.7	29.4	90.0
Jackson	0.0	52.9	47.1	14.7	64.0
Alcorn	0.0	54.5	45.5	18.6	82.0

*Excluding those holding doctor's degrees.

TABLE 1 (a)

UNDERGRADUATE TRAINING OF FACULTY IN MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING*

Institution	*Per Cent of Faculty Holding Baccalaureate Degree from This Institution*	*Per Cent of Professors*	*Per Cent of Associate Professors*	*Per Cent of Assistant Professors*	*Per Cent of Instructors*
University	27.7	21.4	12.5	40.0	33.3
State	38.0	52.9	36.4	40.0	0.0
MSCW	23.0	17.6	14.3	23.3	66.7
Delta	7.4	0.0	10.0	0.0	20.0
Southern	10.3	0.0	20.0	33.3	8.3
Jackson	5.9	0.0	0.0	0.0	5.9
Alcorn	40.9	55.6	0.0	0.0	18.2

*i.e., extent of "in-breeding."

TABLE 2
AVERAGE YEARS OF TENURE

Institution	*Deans*	*Other Full Professors*	*Associate Professors*	*Assistant Professors*	*Instructors*
University	18	16	9	7	4
State	23	21	15	11	8
MSCW	--	16	13	13	2
Southern	--	13	19	4	6
Delta	--	13	7	4	5
Jackson	--	7	--	--	2
Alcorn	--	7	--	--	3

TABLE 2 (a)
AVERAGE YEARS OF TEACHING IN INSTITUTIONS OF HIGHER LEARNING

Institution	*Average Number of Years of Teaching in Present Institution*	*Average Number of Years of Teaching in Other Institutions*	*Average Number Total Years of Teaching in Higher Institutions*
University	11	6	17
State	16	3	19
MSCW	11	4	15
Delta	7	3	10
Southern	11	5	16
Jackson	2	2	4
Alcorn	3	2	5

TABLE 3
AVERAGE NUMBER OF PUBLICATIONS OF FACULTIES OF MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING
AND
AVERAGE NUMBER OF PERIODICALS SUBSCRIBED TO AND READ

Institution	*Average Number of Books Published Per Faculty Member*	*Average Number of Articles Published Per Faculty Member*	*Average Number of Reviews and Notes Published Per Faculty Member*	*Average Number of Periodicals Subscribed to*	*Average Number of Periodicals Read Regularly*
University	.9	4.3	1.5	3.1	5.1
State	.5	5.6	1.6	4.3	4.7
MSCW	.3	1.4	.5	4.2	5.2
Delta	.5	1.6	1.0	3.5	6.0
Southern	.7	.9	.1	1.9	3.0
Jackson	.2	.8	.2	2.5	3.5
Alcorn	.4	.4	.1	2.3	3.9

TABLE 4

RELATIONSHIPS OF FACULTY MEMBERS OF MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING WITH LEARNED SOCIETIES OF THE NATION, THE REGION, AND THE STATE

PROFESSIONAL SOCIETIES
(Per Faculty Member)

	National			*Regional*			*State*		
Institution	*Average Number Memberships*	*Average Number Meetings Attended*	*Average Appearance on Program*	*Average Number Memberships*	*Average Number Meetings Attended*	*Average Appearance on Program*	*Average Number Memberships*	*Average Number Meetings Attended*	*Average Appearance on Program*
University	1.8	2.5	.3	.3	1.0	.2	.9	2.7	.8
State	2.9	3.9	.6	.4	1.5	.3	1.5	3.3	.6
MSCW	2.0	2.0	.3	.3	.3	.1	1.3	2.2	.5
Delta	1.0	.9	0.0	.1	.8	.1	.9	3.3	.6
Southern	1.3	1.2	.1	.2	.4	0.0*	1.5	5.8	.5
Jackson	2.0	1.4	.5	.1	.1	0.0	1.7	6.2	1.4
Alcorn	1.6	.8	.1	.1	0.0*	0.0	1.0	3.2	.3

*Less than .1

TABLE 5

AVERAGE NUMBER OF RESEARCHES PER FACULTY MEMBER IN MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING

Departmental

Institution	*Completed*	*In Progress*	*Planned*
University	1.3	.3	.4
State	1.0	.8	.6
MSCW	.1	.1	.1
Delta	.9	.3	.1
Southern	.3	.2	.5
Jackson	.1	.4	.6
Alcorn	.1	0.0*	0.0*

*Less than .1

TABLE 6

TEACHING LOADS OF FACULTY MEMBERS IN MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING

Institution	*Average Number of Clock Hours Per Week of Teaching Per Faculty Member*	*Average Number of Clock Hours Teaching Per Week by Deans*	*Faculty-Student Ratio (Unweighted)*
University	13.2	9.1	1: 9.5
State	14.7	4.0	1: 8.0
MSCW	17.7	3.0	1:15.3
Delta	17.0	--	1: 6.0
Southern	17.3	--	1: 8.9
Jackson	13.7	--	1:10.1
Alcorn	19.0	--	1:10.6

TABLE 7

SALARIES OF FACULTY IN MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING, 1939-40

Institution	*Median for Institution**	*Professors*			*Associate Professors*			*Assistant Professors*			*Instructors*		
		High	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*
University	2,160	3,600	2,700	3,180	3,300	2,160	2,160	2,100	1,800	1,860	1,600	1,000	1,260
State	2,200	3,150	3,000	3,150	2,800	2,200	2,500	2,200	1,800	2,000	1,650	1,350	1,500
MSCW	1,944	3,240	2,700	3,024	2,592	2,400	2,334	1,944	1,800	1,944	1,620	1,620	1,620
Delta	1,800	3,180	2,700	2,950	2,430	2,000	2,000	2,000	1,650	1,860	2,800	1,200	1,500
Southern	1,900	3,000	2,000	3,000	2,600	2,100	2,100	1,900	1,500	1,800	2,100	1,200	1,500

*All ranks

TABLE 8

MEDIAN SALARIES IN INSTITUTIONS OF HIGHER LEARNING OF MISSISSIPPI COMPARED WITH SIMILAR INSTITUTIONS IN OTHER STATES, 1939-40

	Deans	*Professors*	*Associate Professors*	*Assistant Professors*	*Instructors*
University	3,600	3,180	2,160	2,220	1,260
State	3,750	3,150	2,500	2,000	1,500
17 Land-Grant Colleges and Universities*	4,844	3,658	2,926	2,352	1,840
MSCW	3,881	3,024	2,334	1,944	1,620
15 State Colleges Including State Colleges for Women**	3,500	3,179	2,579	2,135	1,662
Delta	3,800	2,950	2,000	1,860	1,500
Southern	3,800	3,000	2,100	1,800	1,500
25 Small Teachers Colleges***	2,625	2,931	2,547	2,043	1,668

*Alabama Polytechnic Institute, University of Arkansas, University of Delaware, University of Florida, University of Georgia, University of Kentucky, L. S. U., University of Maryland, Mississippi State College, University of Missouri, North Carolina State, Oklahoma A. & M., Clemson, University of Tennessee, A. & M. of Texas, V. P. I., West Virginia University.

**Alabama College, Georgia State College for Women, Georgia Tech., Georgia State Woman's College, Louisiana Polytechnic Institute, Southwestern Louisiana Institute, Michigan College of Mining and Technology, Montana School of Mines, Woman's College of the University of North Carolina, Panhandle A. & M. College,The Citadel, Winthrop, College of Mines (Texas), Texas State College for Women, Marshall College.

***Florence S. T. C. (Ala.), Livingston S. T. C. (Ala.), Henderson S. T. C. (Ark.), Humboldt State College (Calif.), Adams S. T. C. (Colorado), Danbury S. T. C. (Conn.), South Georgia S. T. C., Westerfield (Mass.), T. C. of City of Boston (Mass.), Delta State Teachers College (Miss.), Montana State Normal College, Eastern Montana State Normal College, Nebraska S. T. C., New Mexico S. T. C., East Carolina T. C., S. T. C. Dickinson, State Normal and Industrial School (N. Dak.), Northeast S. T. C. (Okla.), Shippensburg S. T. C. (Pa.), Northern S. T. C. (S. Dak.), Johnson City S. T. C. (Tenn.), Sul Ross S. T. C. (Texas), Madison College (Va.), Concord S. T. C. (W. Va.), Eau Claire S. T. C. (Wisconsin).

TABLE 9

SALARIES OF FACULTY IN MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING, 1944-45

Institution	*Median for Institution*	*Professors*			*Associate Professors*			*Assistant Professors*			*Instructors*		
		High	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*
University	2,700	3,600	2,700	3,498	2,904	2,400	2,670	3,102	1,800	2,100	2,400	1,238	1,620
State	2,800	4,180	3,150	3,150	3,900	2,400	2,675	2,728	2,200	2,400	2,250	1,800	2,025
MSCW	2,080	3,500	3,150	3,175	2,721	2,381	2,500	2,268	1,926	2,080	1,782	1,620	1,701
Delta	2,400	3,300	2,400	3,060	2,700	1,980	2,460	1,845	1,725	1,800	1,800	1,500	1,770
Southern	2,300	3,200	2,600	3,200	2,800	1,800	2,400	2,200	1,800	2,000	2,400	1,500	1,650

TABLE 10

SALARIES OF UNIVERSITY AND MISSISSIPPI STATE AS COMPARED WITH SALARIES IN STATE UNIVERSITIES AND LAND GRANT COLLEGES OF THE SOUTHEAST*

1944-45

Professors			*Associate Professors*			*Assistant Professors*			*Instructors*		
High	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*
6,000	4,500	5,000	4,250	3,750	3,750	3,400	2,800	3,000	2,600	1,800	2,000
6,000	3,750	4,500	3,600	3,000	3,250	2,750	2,250	2,500	2,000	1,200	1,800
5,500	2,940	4,186	3,998	2,730	3,331	4,500	1,980	2,675	3,690	1,238	2,123
5,000	2,400	2,735	3,800	2,200	2,990	3,700	1,900	2,600	3,000	1,200	2,100
5,000	3,800	4,250	3,600	3,200	3,400	3,000	2,400	2,700	2,300	1,800	2,100
5,000	3,500	4,050	3,500	2,700	3,000	2,700	2,000	2,500	2,000	1,500	1,800
4,600	3,100	3,750	3,099	2,600	2,800	2,599	2,100	2,400	2,099	1,800	2,000
5,400	3,500	4,500	4,000	2,750	3,500	3,000	2,000	2,750	2,300	1,400	1,800
4,875	3,150	4,200	3,200	2,700	3,000	2,885	2,310	2,520	2,520	1,890	2,310
4,400	3,000	3,300	3,300	2,500	2,900	3,000	2,000	2,400	2,800	1,800	2,100
4,350	3,500	-----	3,500	2,600	-----	2,600	2,200	-----	2,100	1,500	-----
4,140	2,700	-----	3,060	2,160	-----	2,520	1,800	-----	1,980	1,350	-----
3,822	3,559	3,685	3,559	2,750	3,025	2,750	2,475	2,640	2,475	1,980	2,200
5,500	3,600	4,400	3,400	3,000	3,200	2,800	2,400	2,600	2,200	1,800	2,000
UNIVERSITY OF MISSISSIPPI											
3,600	2,700	3,498	2,904	2,400	2,670	3,102	1,800	2,100	2,400	1,238	1,620
MISSISSIPPI STATE											
4,180	3,150	3,150	2,750	2,400	2,675	2,728	2,200	2,400	2,250	1,800	2,025

*University of Alabama, Alabama Polytechnic Institute, Clemson, University of Florida, University of Kentucky, Louisiana State University, University of North Carolina, University of South Carolina, University of Tennessee, University of Texas, Texas A. & M., Virginia Polytechnic Institute, University of Virginia.

TABLE 11

SALARIES IN STATE COLLEGES FOR WOMEN* COMPARABLE WITH MSCW, 1944-45

	Professors			*Associate Professors*			*Assistant Professors*			*Instructors*		
	High	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*
	4,200	3,100	3,100	3,000	2,600	2,800	2,500	2,200	2,400	2,100	1,800	2,000
	4,000	3,000	3,150	3,500	2,250	2,400	2,700	1,800	2,200	2,000	1,500	1,800
	3,600	3,000	--	3,000	2,400	--	2,400	2,100	--	2,100	1,800	--
	3,300	3,000	--	2,400	2,400	--	2,100	2,000	--	1,900	1,700	--
	5,000	2,906	--	2,393	2,834	--	2,800	1,600	--	2,936	1,200	--
	3,600	2,850	--	2,700	2,500	--	2,500	1,800	--	1,800	1,500	--
MSCW	3,402	3,150	3,175	2,721	2,381	2,500	2,080	1,926	2,080	1,782	1,425	1,604

*Florida State College for Women, Texas State College for Women, Winthrop College (S. C.), Georgia State College for Women, Woman's College of the University of North Carolina.

TABLE 12

SALARIES IN STATE TEACHERS COLLEGES* COMPARED WITH DELTA AND SOUTHERN, 1944-45

	Professors			*Associate Professors*			*Assistant Professors*			*Instructors*		
	High	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*	*High*	*Low*	*Median*
	3,600	3,000	3,000	2,700	2,400	2,400	2,400	2,100	2,200	2,100	1,800	2,000
	3,300	3,000	2,800	2,700	2,700	2,400	2,400	2,400	2,400	2,100	1,800	2,000
	3,150	3,015	3,150	3,015	2,400	2,520	2,430	1,918	2,025	1,665	1,440	1,665
	3,264	3,264	3,264	2,616	2,616	2,616	1,980	1,980	1,980	1,780	1,500	1,680
	4,000	2,750	3,800	3,400	2,400	3,000	3,200	2,000	2,350	1,800	1,500	1,650
	3,000	3,000	3,000	2,700	2,250	2,400	2,200	2,000	2,100	1,800	1,800	1,800
Delta	3,300	2,400	3,060	2,700	1,980	2,460	1,845	1,725	1,800	1,800	1,500	1,770
Southern	3,200	2,600	3,200	2,800	1,800	2,400	2,200	1,800	2,000	2,400	1,500	1,650

*Georgia Teachers College, Western Carolina State Teachers College, East Tennessee State Teachers College, North Texas State Teachers College, Eastern Kentucky State Teachers College, East Texas State Teachers College.

TABLE 13

ACTUAL SALARIES FOR INSTRUCTION AT MISSISSIPPI INSTITUTIONS COMPARED WITH MEDIAN SALARIES IN COMPARABLE INSTITUTIONS OF THE SOUTHEAST

1939-1940 1944-1945

University of Mississippi

1939-40 Actual		*1939-40 Median*		
6 Deans	$ 21,180	6 Deans	@ $4,844 =	$ 29,064
26 Professors	82,320	26 Professors	@ 3,658 =	95,108
12 Associate Professors	28,680	12 Associate Professors	@ 2,926 =	35,112
14 Assistant Professors	26,580	14 Assistant Professors	@ 2,352 =	32,928
14 Instructors	18,126	14 Instructors	@ 1,840 =	25,760
	$176,886			$217,972

1944-45 Actual		*1944-45 Median*		
9 Deans	$ 33,480	9 Deans	@ $6,500 =	$ 58,500
18 Professors	62,638	18 Professors	@ 4,193 =	75,474
6 Associate Professors	16,430	6 Associate Professors	@ 3,112 =	18,672
12 Assistant Professors	26,460	12 Assistant Professors	@ 2,600 =	31,200
5 Instructors	8,034	5 Instructors	@ 2,050 =	10,250
	$147,042			$194,096

Mississippi State College

1939-40 Actual		*1939-40 Median*		
5 Deans	$ 18,530	5 Deans	@ $4,844 =	$ 24,220
10 Professors	31,350	10 Professors	@ 3,658 =	36,580
22 Associate Professors	54,577	22 Associate Professors	@ 2,926 =	64,372
24 Assistant Professors	47,200	24 Assistant Professors	@ 2,352 =	56,448
9 Instructors	13,625	9 Instructors	@ 1,840 =	16,560
	$165,282			$198,180

1944-45 Actual		*1944-45 Median*		
5 Deans	$ 19,710	5 Deans	@ $6,500 =	$ 32,500
12 Professors	37,975	12 Professors	@ 4,193 =	50,316
20 Associate Professors	45,845	20 Associate Professors	@ 3,112 =	62,240
4 Assistant Professors	8,769	4 Assistant Professors	@ 2,600 =	10,400
1 Instructor	1,820	1 Instructor	@ 2,050 =	2,050
	$114,119			$157,506

ACTUAL SALARIES FOR INSTRUCTION AT MISSISSIPPI INSTITUTIONS COMPARED WITH MEDIAN SALARIES IN COMPARABLE INSTITUTIONS OF THE SOUTHEAST

1939-40 1944-45

Mississippi State College for Women

1939-40 Actual		*1939-40 Median*		
1 Dean	$ 3,888	1 Dean	@ $3,888 =	$ 3,888
17 Professors	48,144	16 Professors	@ 3,179 =	50,864
4 Associate Professors	9,528	4 Associate Professors	@ 2,579 =	10,316
34 Assistant Professors	46,080	23 Assistant Professors	@ 2,135 =	49,105
3 Instructors	4,860	3 Instructors	@ 1,662 =	4,986
	$112,500			$119,159

1944-45 Actual		*1944-45 Median*		
1 Dean	$ 3,888	1 Dean	@ $3,888 =	$ 3,888
17 Professors	54,431	17 Professors	@ 3,175 =	53,975
7 Associate Professors	15,133	6 Associate Professors	@ 2,600 =	15,600
29 Assistant Professors	57,624	28 Assistant Professors	@ 2,200 =	61,600
2 Instructors	3,564	2 Instructors	@ 1,800 =	3,600
	$134,640			$138,663

Delta State Teachers College

1939-40 Actual		*1939-40 Median*		
1 Dean	$ 3,600	1 Dean	@ $3,800 =	$ 3,800
6 Professors	17,480	6 Professors	@ 2,931 =	17,586
5 Associate Professors	11,280	5 Associate Professors	@ 2,547 =	12,735
4 Assistant Professors	7,370	4 Assistant Professors	@ 2,043 =	8,172
13 Instructors	20,650	13 Instructors	@ 1,668 =	21,684
	$60,380			$63,777

1944-45 Actual		*1944-45 Median*		
1 Dean	$ 3,800	1 Dean	@ $3,800 =	$ 3,800
6 Professors	18,210	6 Professors	@ 3,075 =	18,450
9 Associate Professors	22,650	9 Associate Professors	@ 2,460 =	22,140
6 Assistant Professors	11,180	6 Assistant Professors	@ 2,150 =	12,900
7 Instructors	11,855	7 Instructors	@ 1,740 =	12,180
	$67,695			$69,470

ACTUAL SALARIES FOR INSTRUCTION AT MISSISSIPPI INSTITUTIONS COMPARED WITH MEDIAN SALARIES IN COMPARABLE INSTITUTIONS OF THE SOUTHEAST

1939-40 1944-45

Mississippi Southern College

1939-40 Actual		*1939-40 Median*		
1 Dean	$ 3,600	1 Dean	@ $3,600 =	$ 3,600
11 Professors	30,400	11 Professors	@ 2,931 =	32,241
3 Associate Professors	6,800	3 Associate Professors	@ 2,547 =	7,641
6 Assistant Professors	11,300	6 Assistant Professors	@ 2,043 =	12,258
12 Instructors	18,750	12 Instructors	@ 1,668 =	20,016
	$70,850			$75,756

1944-45 Actual		*1944-45 Median*		
1 Dean	$ 3,800	1 Dean	@ $3,800 =	$ 3,800
9 Professors	28,700	9 Professors	@ 3,075 =	27,675
5 Associate Professors	12,100	5 Associate Professors	@ 2,460 =	12,300
3 Assistant Professors	6,000	3 Assistant Professors	@ 2,150 =	6,450
12 Instructors	21,000	12 Instructors	@ 1,740 =	20,880
	$71,600			$71,105

Chapter X

STUDENT PERSONNEL PROGRAM

Philosophy of Student Personnel Work for Mississippi

College curricula have grown like "Topsy". Similarly, student personnel work in the colleges of the country has often developed without plan. Generally, it has arisen to alleviate a sore spot. For example, when academic casualties became too numerous, attention was given to educational counseling and remedial work. When dormitory life became so repressed as to resemble a training school, or on the other hand, so uncontrolled as to lead to complaint, resident hall counseling was introduced. And, when students began to shift from one course to another so frequently as to waste their time and that of the instructors, the need of vocational counseling was recognized.

Historically, then, student personnel work has arisen to help a poorly conceived college program function without too many human casualties. Now attention should be given to positive planning—not merely patch-work expediencies. The following statement of a philosophy of student personnel work is written from the student point of view in that each section is based on needs which students themselves have recognized.

For decades in America higher education has dealt with the student in segments. Academically, he has been divided into five parts each semester with a new combination the following semester. An instructor dealt with only one segment of interest, many times being unaware of the other subjects the student was taking or of the work other instructors were doing. The student was further segmented in that colleges existed primarily to "teach him subjects" while his own growth in social attitudes, character and personality took place largely outside the classroom.

This approach was unrealistic. The student is a person—one person. His usefulness as a citizen depends on the development of all his attitudes, skills, and purposes. Furthermore, his educational growth continues after graduation—at an accentuated rate during his first few years of full-time employment. The purpose of college should be to help educate persons who, five years after graduation, will have skill in working with other people, will have integrity and character in all relations, will be successful in a chosen vocational field, and will be responsible in civic affairs.

This broad objective cannot be achieved by establishing a "guidance program" or opening a "guidance office", or employing a "guidance specialist". All of these may be needed, but if they are the focus of attention the results will be incomplete.

Rather, the personnel point of view which emphasizes "putting of the individual together" must permeate all the purposes and procedures of the college. Student personnel work becomes an emphasis and a goal—not an isolated method. Whatever can be done to help the individual relate his varied interests and activities, develop consistent purpose, or acquire skill in working with others toward common goals will be student personnel work in practice.

Many youths have considered their college course a patchwork of unrelated interest because they themselves have developed no objective. In the past, colleges have given the student little assistance in this regard. As he entered the university he was expected to know in advance what field of specialization he preferred. In the more general colleges, working out a major interest seemed less imperative. The student entered college because it was the next thing to do after high school. True, a minority came with or developed a definite purpose.

Some colleges discovering this situation have sought to remedy it all at once by establishing a "Vocational Guidance Office". The students are given tests individually or in groups and the results are interpreted as a life profile of abilities and interests. Presumably the student chooses a vocation according to the score results. Such an approach may be valuable, but it is incomplete and in some cases actually misleading. In the first place, other factors than ability are important in developing lifelong purposes.

"Identification", for example, is a common, if not an essential, process in choosing a life work or any goal. Youths develop ambition and high purpose largely through contact with persons whom they admire or through the stimulus of reading about various careers. A college experience should include many opportunities for the student to have contact with people of high purpose and skillful living.

From this point of view, the enthusiastic, and at the same time realistic, way in which teachers interpret different opportunities becomes a positive force in the student's growth. Field trips, part-time employment, study of occupational materials, school activities with a vocational connotation, and many other experiences become important phases of "vocational guidance".

Test results may tell a student what field he should not enter, but only positive incentives will carry him to success in the field which he chooses. This stimulus function of education needs to be recognized by every member of the staff and by community leaders. A narrow minded, dogmatic, or cynical teacher is a negative factor, while one of positive attitude, or breadth of sympathy and interest, of wide vocational experience and of imaginative or idealistic nature becomes a factor for growth in the experience of youth.

Faculty members should avoid advice giving, should leave the student free to work out his own plan, should be familiar with the use of objective measures of ability, should know sources of vocational information, but they should also inspire the student by their own success in living. The effective teacher not only helps the student to understand his present strength and limitations but also to have confidence in his capacity for growth, and to have a desire to move consistently toward his chosen goal.

A student may develop an objective but not have the ability or skill to reach it. The discovery of basic aptitudes through trial and error experience or through objective tests should have some value. Also of importance is the development in the student of well-disciplined habits of work regardless of his chosen field.

The misuse of the term "discipline" has given rise to many faulty personnel procedures. Making courses "difficult", developing a taskmaster tone of voice and classroom manner, and threatening students with low grades or failure all have been used as forms of academic discipline. Often, they have had the opposite effect. The glib student who learns how to "beat the game" has become skilled not in hard work but in pretense. Academic dishonesty has been encouraged unintentionally, then punished severely, thereby producing delinquent cases. Or, the student who has failed according to these artificial standards has assumed that he is inferior in all matters. Regaining self-confidence has been very difficult for him.

Instead of this old-fashioned, external, dictatorial discipline, educators are discovering another type which is both more severe and more effective. Since the old method is much easier for the teacher to administer and often satisfies his own desire for strength and authority, many staff members are slow to adopt the new point of view. Nevertheless, it is not only educationally sound, but is the only type of discipline consistent with democratic ideals.

The new approach concerns, of course, inner or self-discipline. Its goal is the development within the student of capacity to make decisions, to choose objectives, and to succeed in day-by-day work toward those objectives. The habit of successful achievement creates inner confidence and ambition. It becomes the "self" discipline which makes a mass control by the academic dictator unnecessary.

This type of discipline is not mysterious. It can be cultivated. The following factors are important:

a. A student becomes self-disciplined if he is encouraged by all groups in which he associates to play a social role of growing importance. Ordinarily, the individual responds to expectations of others toward him—especially of others whom he admires and in whose judgment he has confidence.

b. The student is aided in this response if, while acquiring a new skill, he has patient, day-by-day help, correction, and supervision so that early in the process he can experience the satisfaction of success. A student achieves such proficiency in work not through crucial experience like academic threats and final examinations but through daily encouragement and correction. All members of the staff should devote the necessary time to discover what incentives most efficiently draw out the ability of each student. This method requires far more intelligence, imagination and hard work on the part of the staff, but the results are rewarding.

In the old-fashioned classroom the student recited to the teacher. The teacher lectured to the student. The student turned papers in to the teacher. The teacher turned grades back to the student. This was largely an individual, not a social process. Ten years later, when that same student became a member of the First Baptist Church, of the Rotary Club, and of a civil engineering firm, he found himself poorly prepared for the constant group adjustments which characterize modern family, vocational, and community life. Nearly all his adult activities require social skills. His education had involved largely individual study and performance.

The neuropsychiatric rejection and discharge rate in the armed forces now indicates that the gap between methods of education and problems of real living was a serious one. The prevalence of delinquency, mental illness and divorce provide further evidence of failure with children and youth. Because young people must inevitably reside, work and play in groups, a student personnel program must be concerned with group experiences during college years.

The social process of "leaving home and going away to college" becomes important from this point of view. The process of being accepted or rejected by friendship groups during the first weeks on a college campus is a part of education. Acquiring skill in living with a residence group, of forming wholesome friendships with members of both sexes, and preparing for one's own new family group, all become of utmost concern to the student, and to the colleges in which he is educated.

Strengths and Weaknesses in the Present Student Personnel Work of Mississippi Colleges

Conditions of student personnel work among Mississippi colleges reflect national trends. As this outline lists weaknesses in the program, the same deficiencies apply in hundreds of other colleges. It is assumed, however, that this Study was requested because the Board of Trustees hoped that Mississippi colleges would lead, not follow, in the development of a trend toward improved student personnel work.

STRONG POINTS IN STUDENT PERSONNEL WORK COMMON TO ALL COLLEGES VISITED IN MISSISSIPPI

a. On every campus there was both professed and apparent interest in students. Their welfare and development as persons was an acknowledged responsibility of the institutions. In some instances little provision was made to carry out the responsibility, but a favorable attitude was present.

b. On all of the campuses much informal educational work with the students was apparent. Especially in the smaller colleges, many of the student were personally known by the President, the Dean, and other members of the administrative staff as well as by the faculty. These informal, natural contacts are a most effective type of personnel work, providing the staff member has sufficient background and training to avoid common pitfalls in counseling.

c. While attention was given to research and scholarly production, there was also evident on all the campuses a central concern in teaching and in other types of direct work with students. Faculty members gave time liberally to serve as sponsors for student groups, to do remedial work with individual students and to help students in problems of employment and placement.

d. Although on some of the campuses the development of exclusive social groups was accompanied by the usual problems affecting the individual student, the more common practice was voluntary membership in interest-groups.

WEAKNESSES IN STUDENT PERSONNEL WORK COMMON TO ALL THE COLLEGES

a. The first weakness concerns the distinct break which occurs between high school and college. The student is well known to his elementary and high school teacher. The offices of these schools may contain considerable information concerning his development. The teacher who worked with him most recently may be able to make recommendations concerning the type of service which the college could best render a student in his further development.

    (1) Among the Mississippi colleges there is little provision for a transfer of this information and of these recommendations to members of the college staff.

    (2) There has been little collaboration between the staffs of the high schools and the colleges in developing a unified student personnel program. The student is the same person, his experience from school to college is a continuous one. The principal contact between the colleges and the high schools has been for the purpose of recruiting students on a competitive, not on a counseling basis.

b. The second weakness concerns the curricula which have been standardized with respect to subject-matter sequences. The benefit which the individual student may receive in his own personal growth and development from such sequences is accidental or incidental. No analysis has been made of the abilities and knowledge which students will need for success as workers, parents and citizens. The curricula have grown out of traditional values, not out of a fresh analysis of student need.

(1) Nor have the colleges compensated for their traditional curricula by including special courses which might aid the student in his own adjustment and growth. Exceptions are the courses in health and physical training, but the whole area of skills in human relations, ability in working cooperatively on committees and in other democratic groups, achieving successful relations with parents, preparing for the establishment of one's own family and home, and the development of a personal philosophy and religious outlook are for the most part ignored by the curricula. Many constructive influences come to the student through his contact with staff members, but the student's own adjustment and growth in character and skill in human relations are not a central concern of most of the curricula.

c. The third weakness concerns methods of instruction. Most instruction is based too largely on verbal methods to be of great value from a personal point of view. In reality, students acquire attitudes and skill through their own performance—not primarily through listening or reading. Skill in taking notes and passing tests becomes significant only in relation to some actual performance in which the student is engaged. In present day teaching methods, far too little use is made of community opportunities for "real work" and "real service." The opportunities are there, but have been ignored. Learning by doing has been ignored because colleges have inherited the tradition of teaching by talking. Verbalism as the principal method must give way to performance. Both have a place. Oral instruction acquires meaning, however, not in advance of experience, but as the student who is doing a real task discovers the need of adult counsel and of instructional help.

d. The fourth weakness is over-departmentalization. Administratively this may be desirable, but not educationally. Students study in segments; faculty members deal with segments of students. This is the traditional, unrealistic, academic approach. Faculty members specialize in their own fields of work and leave to the student who goes from one department to another the complete task of integrating his educational experience. His inability to accomplish this is largely responsible for the inefficient carry-over into real practice of the theories and principles enunciated in the class room.

e. In the fifth place, faculty members are inadequately trained to utilize personnel records. There is still a difference of opinion concerning the importance of such records, how elaborate they should be, and where they should be housed. But regardless of whatever records are kept, their value in the education of the student rests in the instructor's ability to use them as a teaching and counseling aid. Pre-service training in the preparation and use of records is desirable, but continuous in-service training is also necessary. This applies to the use of group psychological tests as well as to class room records and cumulative information concerning social adjustment.

f. While, on every Mississippi campus, some faculty member (or members) has had special training in personnel work, in none of the colleges is student personnel training considered a prerequisite for faculty employment. Excellency in a subject matter field is still the more general criterion. True, attention is given to high personal qualities of adjustment and to apparent success as a teacher, but these qualities are regarded more as personal characteristics than as a part of professional preparation for teaching.

g. Little provision is made for the early detection of strengths and weaknesses in a student's development. In general, the traditional method is followed of waiting for the student to show signs of illness, of emotional maladjustment, or of academic failure before individual attention is given. Not until still later, if ever, is the student of average ability regarded individually. He is the quiet one who because of a lack of "problems" does not attract attention. His needs are just as great, however, for stimulating growth and for well planned group experience.

h. On most of the campuses, inadequate provision has been made in both equipment and personnel for remedial work in health, social and emotional adjustment, speech and reading ability, and in other phases of students' educational development.

i. On most of the campuses, inadequate provision has been made for acquainting the student with occupational information, for testing his abilities and interests vocationally, and for providing part-time work or other field experiences as a trial and error method of testing new ideas and attitudes acquired through more formal instruction.

DISTINCTIVE STRENGTHS AND WEAKNESSES IN THE PERSONNEL PROGRAM OF CERTAIN COLLEGES

a. Local Studies Completed and in Process

Prior to the present study several of the institutions had acknowledged the importance of student personnel work by making investigations and recommendations of their own. At the University and at the State College, the faculty committees which were studying post-war educational needs included a section on student personnel. The Deans of Men and of Women at the University recommended the establishment of a "Division of Student Life" which would correlate eleven different personnel functions. The State College committee has recommended the establishment of a "College Guidance Service" which would function on the pre-college, college, and graduate levels. A member of the same committee has also made a valuable study of student guidance needs in the high schools, many of the recommendations of which could well be followed at the college level.

A thoroughgoing study has been made at Mississippi State College for Women which resulted in an important document entitled "Report of the Committee on Student Personnel with Special Emphasis on Educational Counseling". This committee working at first as a voluntary group of faculty members, and later as an official committee appointed by the president, has prepared a thorough analysis of student needs. Far-reaching recommendations are included in its report, a copy of which is filed as a supplement to this Study as an example of the kind of faculty study recommended.

At Jackson College a careful study was made by the faculty and outside consultants of the entire educational program. Throughout, stress was placed upon the growth and development of the individual student, and, in the subsequent reorganization of the curriculum and the administration of the college, emphasis has been given to the development of sound student personnel principles and methods.

At Delta, faculty studies resulting in printed reports have been made of several aspects of student work. These include the teacher training program, the student assemblies, and the student self-help program.

b. Student Participation in Educational Planning.

If the individual plays some part in planning his own program and if student leaders as a group have a part in shaping educational policy, the interest of the individual and the morale of this group are enhanced. A few schools throughout the United States have acted on this principle and found it valid.

But among Mississippi colleges, and among most colleges elsewhere, student participation in educational planning has been slight. Students have been given some freedom in organizing and supervising their extra-curricular activities, but their help has not been sought in shaping over-all policy. Almost never is the student point of view sought when teaching methods or curricula are being revised.

There are exceptions: For example, at Delta, the students were included with faculty members in the conference group which was called together to meet with the consultant. At Southern, students were invited to attend the faculty forums which dealt with educational problems. At MSCW, the committee mentioned above frequently consulted leading students in making its study.

An interesting development has occurred at the University. Students are appointed by the president as regular voting members of certain faculty committees. Nominations are made to the president by student government. These are noteworthy exceptions to the more common situation of complete separation of faculty planning and student work.

c. Curricular Provisions for a Student Personnel Emphasis

With the probable exception of Jackson, none of the colleges has reorganized the entire curriculum from a student personnel point of view. That is to say, the existing curricula on most of the campuses were built on sequences of courses which reflect traditional plans of study or requirements for professional degrees. They do not have the full development of the individual student as their focal point. Even the professional courses consider him largely as a technical worker and not as a citizen, a member of a family, and a potential civic leader.

Several of the colleges have tried to compensate for this traditional type of curriculum by providing several special courses which do stress the students' own development. At all the colleges there are such courses in physical training, English and psychology.

At Delta special courses have been developed in mental hygiene, preparation for family life, and consumer education.

At State College, several of the applied courses in psychology and also the courses in trade, industrial and distributive education are organized around the student's own vocational development. The orientation courses given within the various schools are intended to acquaint students with different vocational opportunities and requirements.

At MSCW special courses are offered in child development and in preparation for family life as well as the standard courses in home economics.

A plan of non-credit assemblies has been developed at the University for freshmen men and women. Throughout one semester a thirty-minute assembly is held each week devoted to problems of vocational guidance. At the close of the semester a career conference is held which is followed by a field trip to the business offices and industries of Memphis.

d. Provision for Psychological Testing

Delta State Teachers College has made provision, and secured trained personnel, for clinical remedial work in reading, speech defects, and in certain other factors of adjustment. This service is also available to students in the demonstration school and to high school students from nearby communities. The diagnostic work is followed by a remedial program in which "practice teachers" have an opportunity for gaining experience in therapy.

At Mississippi Southern all new students take group intelligence tests. At MSCW mental ability, English and reading tests are given. An English test is given to all freshmen students at State. The American Council Psychological Test and a special English test are given to new students at the University. Psychological, English and general proficiency tests in various subject matter fields are provided at Alcorn. The results are available at registration for sectionizing classes, and for advising students concerning the choice of courses and concerning total course load. Psychological and subject matter tests are administered at Jackson College and a system of faculty advisers for student registration has been worked out. Individual testing service is made available by the department of psychology at the State College and at the University. Only at Delta, however, is a full clinical service organized to give diagnostic tests and provide therapy for remedial work. In several of the colleges where group tests are given, little provision has been made for their proper interpretation and use by the faculty.

e. Pre-College Counseling

While several of the colleges provide group testing and other counseling services during orientation week in the freshman year, several administrators believe that the personnel program should begin while the student is still in high school. In the past, the principal contact between the Mississippi colleges and the high schools has been one of competitive recruiting. Occasionally faculty members who have visited the high schools have rendered excellent service to students by providing unbiased information and counsel concerning courses of study in different institutions. The general emphasis, however, is one of competition for new students which is not conducive to objective counseling. Furthermore, the entire plan is disorganized and involves duplication of field visits. The high schools are complaining about the confusion. (A later recommendation will deal with this point.)

f. Student Personnel Work in Residence Halls.

Mississippi institutions vary widely in their recognition of residence hall life as a part of the student's total education. On some of the campuses a student is presumed to develop character as well as vocational proficiency only through classroom experiences. Other institutions acknowledge that all phases of campus life have important effects upon the personality and character development of students.

Considerable attention to the educational value of residence hall life has been given at MSCW. It is the only institution in the state which employs counselors in the dormitories whose training, salaries and academic status are comparable to that of teaching members of the faculty. The counselors attend faculty meetings as voting members and at commencement time participate in academic processions on the same basis as teaching members of the staff. This unique situation provides a desirable recognition of the importance of the counselors' function in the total educational program.

All the other colleges have matrons or housemothers for their girls' dormitories but these positions do not require special training and do not have adequate status nor remuneration. Nor is any provision made for a constant exchange of information between dormitory matrons and classroom teachers concerning the educational work and development of students.

Still less provision is made for group leadership and student counseling in men's dormitories. A proctor system has been developed at the University which might be converted into a group counseling program, but at present, it has not progressed beyond the proctor stage. Since the proctors are now responsible to the committee in charge of student discipline, the system has a more negative emphasis of enforcement of rules than a positive emphasis of student counseling and group leadership.

At State College a matron is employed in the dormitory for girls but there is no resident counselor in the dormitories for men. The Dean of Men has general responsibility for the maintenance of order in the dormitories but since neither he nor any other staff member lives in the dormitories, only the more serious complaints come to the Dean's attention.

The largest dormitory at State is so constructed that it would be difficult to provide any supervision of small groups even if such a program were contemplated. The dormitory was apparently constructed when military discipline governed student life. The other buildings are better adapted to some type of group supervision and counseling but at the present time no such program has been developed.

g. Student Religious Life.

Attention has been given by all the colleges to the religious needs of students. At the University, and at the State College, the YMCA plays a large part in the religious life, and at MSCW the YWCA is a strong influence. In each case, an employed secretary supervises the program of activities. Voluntary "Y" groups without the leadership of a paid secretary are operating at Delta, Alcorn and Jackson.

There is no organized Y at Southern but a Christian Federation, composed of faculty members and students, supervises all the religious work on the campus, and also organizes deputation teams for community service. At Alcorn a Committee on

Religious Activities is charged with over-all supervision of religious work.

For the most part religion is not taught as a part of the regular curriculum. However, two courses in Bible are offered at the MSCW, and, likewise, two courses are given at Southern. A course in "Bible as Literature" is included in the offering of the English Department at Jackson.

Provision has been made on a few of the campuses for the students to participate in applied religious work. Several service projects have been developed at the University, at Southern, at Delta, at Alcorn, and at Jackson.

Various denominations carry on an active program of student work in churches near the campuses, and certain activities are conducted on the campuses. At the University, the Baptist denomination employs a full-time secretary for student work. Two part-time secretaries are employed by different denominations at Southern. Three full-time religious workers are provided by denominations at MSCW. In each instance, the headquarters for such work is located in denominational houses near the campuses but in property owned or leased by the denomination.

Each institution features a religious emphasis week every year. A program at the University is organized so as to require the active work of one hundred student leaders in planning Religious Emphasis Week. During the last such occasion, ninety-five engagements were arranged by the students for the fourteen religious leaders who visited the campus. The leaders were given opportunity to meet with all types of student groups, including class groups, fraternities, and residence halls.

h. Student Activities and Government.

While student participation in the educational work of the colleges has been limited, the sphere of extra-curricular activities has been set aside as a special domain for students. Even here, however, faculty sponsors, faculty committees and college administrators play a prominent part in supervising the life of students. In some instances the supervision is of a traditional and dominating type. Indeed, on one campus, student morale was low because of the almost complete lack of freedom in planning their own campus activities. On some other campuses the staff members skillfully play the role of consultant, leaving the initiative and principal leadership in activities to the students.

On every campus, some type of student government has developed. At the University the "Associated Student Body" is charged with making rules and supervising college dances. At MSCW the Honor Council and the Student Cabinet formulate and enforce rules concerning certain phases of dormitory and campus life. At Southern the Student Government has jurisdiction over all student affairs except academic matters. When serious discipline problems arise, Student Government is assisted by a faculty committee. At Alcorn a student forum plans the social activities for the students but has no disciplinary responsibility. At Jackson College the Student Council is in charge of student activities. The students also elect two members to the Faculty Curriculum Committee.

At MSCW, student organizations probably give too much attention to the enforcement of rules. Because of strict regulations on the campus governing dress, chaperonage and dormitory life, students and staff alike seem to be "rule-conscious". This situation is changing. More attention is being given to constructive planning of educational activities by students. However, there is still evidence of control by staff or by tradition of most matters pertaining to student life.

On all the campuses there is a need for the staff to regard the students as being more mature and gradually to encourage them to take responsibility. This does not mean that student life and class work should be sharply divided with the faculty in charge of one and the students of the other. Just the opposite is true. If the total experience of the student is regarded as constituting his "education", then faculty and students should join in planning instructional methods, group life, work experiences, and all other phases of campus living in such a way as to develop the greatest resourcefulness and personal maturity in students.

i. Education Through Employment.

If personnel work is concerned with the growth and adjustment of the individual, the part-time and summer employment of students must be considered in an over-all program. In the past, Mississippi colleges have not recognized sufficiently the educational importance of this phase of student life. Again, there are exceptions: Delta has organized student employment carefully and issued a special bulletin concerning it. The emphasis, however, is more upon the regulation of amount of work and compensation than upon the educational supervision of the student during employment.

Only at State College has the employment of students been considered as a "laboratory experience". This has been done in a limited way in one of the fields of engineering and in distributive and trade education.

At several of the colleges practice teaching has become an integral part of the student's educational experience. Strictly speaking, however, this is not employment inasmuch as no compensation is provided. If the same type of expert supervision as is given to practice teaching were provided for all manner of part-time and summer employment, this phase of student experience would become an important personnel emphasis of the college. Such planning and supervision can only be provided by an expert on the staff who understands both student personnel needs and employment conditions in the community.

j. Loan and Scholarship Aids.

Although loan funds are available through the Field Cooperative Association and also through loan funds on various campuses, little provision has been made for scholarship aid. An exception is the competitive scholarship program devised by MSCW and made available through a special fund. The Delta faculty has studied a plan for scholarship aid but has not been able to finance it. Several of the colleges are interested in using the scholarship plan as a means of recruiting superior students and of providing an added incentive for high quality work. The colleges are looking for a state-wide arrangement which will accomplish this end.

A Plan for a System of State Scholarships

Ever since the day of Thomas Jefferson, statesmen have advocated the investment of public funds in scholarships for the higher education of promising young citizens who could not without such aid continue their education. Such investment is abundantly justified, as is any other in public education, by the welfare of the state. No state can afford to lose the advantages that will inevitably accrue to it from the proper higher education of its potential leaders. Yet every state, Mississippi among them, does sustain this loss in too great proportion perennially. Scientific studies disclose that there are probably as many superior young men and women who do not go to college as are to be found enrolled in our colleges. There are many reasons for this, but the determining factor is lack of economic ability of these young people to stand the loss of immediate employment and bear the expenses of four years of college. To prevent this loss many states of the union, and many colleges, have provided scholarship aids. In fact, the tendency all over the country is to make higher education effectively free to all who are willing and capable of achieving it.

Mississippi especially needs a statewide scholarship system as a means of seeking out and guaranteeing higher education to its superior young people. The relatively high fees of most of the Mississippi institutions as well as the large number of superior young people who need scholarship aid are factors that make this so.

The Board of Trustees should be entrusted with a state scholarship fund of $50,000 annually to be expended as scholarship aid to outstanding students in need of such aid. The Board should expend this money according to some such plan as the following:

1. The Board should declare that it has the obligation to cause to be sought out for scholarship aid the most worthy young persons in Mississippi as selected on the bases of intellectual superiority, financial need and potential leadership. These should be objectively determined on high school records, on confidential information and on evidences of leadership to be found in the young person's effect on his environments of home, school and community.

2. Scholarships should be continued from year to year on the same bases, and should not require that work be performed other than the maintenance of a superior college record in scholarship (not below B average in any semester) and in college citizenship.

3. The annual stipends should be fixed so as to make higher education effectively free, and hence would depend on institutional and course costs. Probably the annual minimum of each scholarship should be:

$200 for a local student
$400 for a boarding student

Appointments should be for four years or until graduation so long as conditions are complied with.

4. The development and revision of the state scholarship plan should be in the hands of a committee consisting of one representative of each of the institutions with the Executive Secretary acting as the convener and presiding officer of the committee. The duties of this committee, carried on through the office of the Executive Secretary, should be (a) to prepare and revise (from year to year) the state scholarship plan; (b) to bring the plan to the attention of prospects and to receive applications; (c) to prepare and recommend to the Board for appointment a list of nominations selected on the criteria of mental ability, seriousness of purpose, financial need and leadership promise, objectively determined; (d) to check college reports of scholarship holders at the end of each semester, and to nominate from a waiting list substitutes or alternates to fill scholarships that have been vacated for any reason. The committee should furnish guidance to scholarship appointees as to occupations, courses, institutions.

Each white appointee should be left free to select one of the five institutions of higher education and should have the freedom that other students have to change from one institution to another.

A fair proportion of the scholarships should be allotted to Negro students to be used at Alcorn or Jackson College.

The committee should keep a continuing record so that over a period of years appraisals of the scholarship plan can be made.

Provision should be made for students, white or Negro, to be awarded scholarships for the pursuit of studies not offered them by Mississippi institutions. Such scholarships would fall under a special classification.

k. Placement Service and Follow-Up Work

All the colleges have some placement service for graduates but none has an adequate follow-up program. All express an interest in a more careful study of this phase of their organization. In most instances the placement service is not integrated with the other personnel functions on the campus. All counseling services, including psychological testing, vocational guidance, educational planning, and other experiences concerned with the individual's development should be related to the ultimate problem of placement and post-graduate follow-up.

In view of the rapid changes in occupational trends, colleges must also provide for retraining after graduation. At any point in a graduate's career, he should be able to receive counsel from the college concerning new occupational and civic opportunities and the type of retraining needed to prepare for them. This post-diploma education and counseling service has been given relatively little attention.

l. Personnel Work for Veterans.

One or more committees at each institution is concerned with the welcoming of veterans to the campus. For the most part, the colleges are not thinking of the veteran as a separate group needing special counseling facilities. However, as they do return in large numbers, the college authorities will, no doubt, become more sensitive to the general deficiencies in their present program of student personnel work. Veterans will not represent different problems but their needs will apear to be more urgent. Each campus should use the war or post-war period as an occasion to revise and develop the student personnel phase of its program.

Recommendations

The following recommendations call for the appointment of personnel and the development of new programs, procedures, and emphases. No attempt has been made, however, to formulate a detailed blueprint for each campus. Such would be impossible and also undesirable. Rather, each college should study these recommendations as they relate to the local campus. From such study can come recommendations for administrative action which will fit the peculiar needs of each institution. Through such study, each college will discover which members of its present staff are competent to undertake the new student personnel functions, what additional staff members may need to be employed, and how the functions here recommended should be modified, combined, or supplemented.

1. A state-wide Student Personnel Committee should be organized in order that problems on the various campuses can be studied and compared. The state-wide committee assembled for this Study on April 30 might well become the nucleus of a permanent committee. Meetings could be held once a quarter, at which time special student personnel problems could be analyzed and experiences compared. The committee would have no authority

over the various institutions. Its findings would be used in an advisory way.

Such a state-wide committee could have the following special functions:

   a. Plan special in-service training projects such as summer work-shops, inter-campus field trips, and inter-campus use of special consultants.
   b. Plan research studies in student personnel and help secure funds for them.
   c. Formulate recommendations for a state-wide program of scholarship and loan fund aid.
   d. Formulate recommendations for a state-wide plan of college-high school contacts aimed less at competitive recruiting, and more at dissemination of objective information concerning fields of study and counseling facilities.
   e. Formulate recommendations for the state-wide use of specialists in student personnel, such as a psychiatrist, whose part-time service is needed by every institution but whose full-time help cannot be afforded by the smaller colleges.

2. In each institution, an especially competent staff member should be designated as personnel coordinator or as chairman of a student personnel coordinating committee. Working with other members of the staff, he would be responsible for:
   a. The *correlation* (not centralization) of all student personnel work.
   b. The constant study and improvement of various phases of the personnel program.
   c. The correlation of the student personnel emphasis with planning in curricula, administrative, and building programs.
3. In each institution, a professionally competent psychologist should be employed to:
   a. Supervise the administration of all group and individual tests, including educational achievement and vocational guidance tests.
   b. Train other staff members in the cautious and accurate use of test results.
   c. Establish preventive and remedial clinics in speech, reading, hearing, use of English grammar, health, and any other personal traits and abilities which are closely related to the total adjustment and development of the student.
   d. Consult with other staff members on an in-service training basis regarding emotional factors involved in student achievement. While neither the psychologist nor the other staff members would try to diagnose and treat an acutely disturbed person, they would learn to recognize early symptoms and to make intelligent referrals. Even more important, they would take into account in all teaching and

counseling work the positive incentives for development which are based on a knowledge of the emotional needs of students.

4. Each institution should have available in its health service the part-time help of a competent psychiatrist. Possibly for the present this could best be achieved if an expert psychiatrist were employed for the state institutions as a whole. He could work out a schedule of travel so as to be available for consultation on local campuses at frequent intervals. Locally, he would be identified merely as another medical consultant on the health service staff. His functions would be to:
   a. Examine and treat students who are referred by the psychologist or other staff members.
   b. Consult with staff members concerning students whom they are counseling.
   c. Hold seminars for staff members concerning basic principles of emotional growth and mental health.

   A psychiatrist best able to fulfill these functions should be broadly trained in preventive, remedial and consultative work. Experience in a community clinic which has involved cooperation with psychologists, case workers, sociologists and educators would be desirable.

5. In each institution, an expert in group work should be charged with responsibility for:
   a. Formulating policies and securing staff so that residence halls will become a positive influence in the education and personality development of all students. Head counselors or directors of residence halls should have training, remuneration and status comparable to teaching members of the staff. They should be responsible not to the business management office but to an educational administrator so that their work will be closely correlated with other teaching functions of the campus.
   b. Formulating policies and securing staff so that group recreation, extra-curricular activities, community service projects and all other group life of students will be fostered for its contribution to their educational development.
   c. Developing facilities and training staff for group diagnosis and therapy. Such staff would work closely with the psychologist and others engaged in remedial and other individual guidance work.

6. In each institution an expert in employment counseling should be charged with responsibility for:
   a. Supervising part-time and summer employment of students as well as interneships and study-work plans. The work experience should always be regarded from the point of view of its educational value, and consequently, this phase of the

college program should be closely integrated with all other educational activities.

   b. Developing an occupational placement service which is closely related to vocational and other counseling services on the campus.

   c. Maintaining follow-up contact with graduates, developing post-graduate refresher and re-training courses, and arranging for post-graduate counseling service.

7. In each institution one person or a committee should be responsible for relating the educational and character building work of the churches, the Christian Associations, and other religious groups to the total program of the college. The traditional separation of church and state can be maintained and at the same time the efforts of college staff and of denominational workers correlated.

8. The recommendations of other committees in this study, especially those pertaining to curriculum and staff personnel, should be reviewed by each institution with the student personnel emphasis of this report in mind. For example, no action should be taken on curriculum revision, changes in teaching method, nor the addition of new equipment and buildings without members of the staff especially interested in student personnel taking part in the planning.

9. Each institution should formulate personnel policies with respect to its own staff employment which would make clear the need of training and the obligation of each staff member to student personnel work. The same emphasis should appear in the policies developed concerning promotion and regarding leaves of absence for special training.

10. Each institution should provide for the regular in-service training of its staff members in dealing with student personnel problems. The discussion of such problems at faculty meetings would constitute a beginning. Rotating seminars for faculty members, led by members of the staff best qualified in this work, is another way to begin. Also, inter-term workshop experiences would give staff members an opportunity to study certain personnel problems intensively. Faculty members should be compensated for taking part in such inter-term research and planning.

    Eventually, no faculty member, regardless of his field of work, should be employed who has not had pre-service training in understanding problems of student growth and adjustment. This should be followed by continuous in-service training.

These recommendations represent a beginning. The state-wide committee should engage in a continuous study of this problem and make recommendations from time to time regarding the further development of the institution from the point of view of its influences in the personal growth and development of students.

PART IV

Chapter XI

PUBLIC RELATIONS AND ALUMNI RELATIONS

PUBLIC RELATIONS

It is a basic assumption that relations between the Board of Trustees and the institutions on the one hand, and the citizens of Mississippi on the other should exist in an atmosphere of mutual understanding and trust. A public relations program is a two-way communications line—there must be continuous exchange of correct reports of what is being thought, said, and done by both parties, and this should result in mutual confidence. It is no more important for the public to know what is going on in the institutions of higher education than for the institutions themselves to know what is going on in all parts of the state. The public should be informed at all times of the nature, processes and objectives of each institution's program and of its unique part in the state's unified program of higher education. Unless the public is informed, its representatives may not take the necessary action to remedy defects and bring the program into line with the state's needs. The Board and the institutions should be sensitive to the needs of the state in order that they may meet them in so far as higher education can do so. Unless they are sensitive they will come to exist as a thing apart from the state's needs and realities.

Of course, public relations never become so poor that there is not any mutual exchange between institutions and public—if so the institutions would lose all sustenance and the public would lose all benefits of the trained leadership that higher education provides. Yet to the degree that public relations are not able to maintain reasonably close rapport, just to that degree are institutions of higher education impaired and the public denied full benefits.

Since higher education is the business of the Board of Trustees and the institutions under its control, and since the public is concerned most of the time and principally with its other affairs it is necessary for those in the business of higher education to take the initiative in public relations. They must inform the public about the program of higher education and obtain the funds with which to carry it on, and at the same time they must continually study the state's needs for higher education and continually adjust the program to meet those needs. In a democratic state there is no other way. Thus society continously recreates itself through the education of its oncoming generations. While elementary and secondary education deal largely with the passing on of the social heritage, higher education is, at its best, the creative thing—the generator of social progress. The one is re-creative, the other creative. In a true sense, then, to change the figure, education is the "undying fire."

Public relations should be carried on in Mississippi under the broad policies of the Board at two levels—at the institutional level and at the state level. By the latter is meant the unified-state-program level. The Study Staff has observed that the public program at the institutional level is being given assiduous attention at most of the institutions, hence the state level will be considered first.

Although there have been periodic and sporadic emphases on a unified state program of higher education for Mississippi since 1912 (Chapter 2, a), there has been no continuous emphasis on it. Probably only every two years when it became necessary to make budget requests of the Legislature and to divide up the appropriation each year by the allocation of funds to each institution have thought and study been given to the whole program by the legislators responsible for appropriations and the Board members responsible for making allocations. Then too often the criterion has been past appropriations and allotments rather than the future—the immediate and remote possibilities of each institution to serve the state's needs. Then also the thinking and the acting on a unified state program have been by leaders, without any effectual effort to acquaint the public with the problem. Yet that is the all-important thing, as the whole tenor of this Study shows.

During the last year, however, as has been said (Chapter 1), the Board of Trustees has made signal progress, no longer drifting. The monthly meetings, for example, held at the institutions to which legislators and citizens are invited should prove of great value. The continual speaking and writing by Board members about the state's program of higher education should have its effect. The continual improvement of understanding and cooperation by press and radio will help. The gist of the story of higher education is that the institutions should be cooperative, not competitive; that each has its unique role to play.

Yet predominantly the members of the Board are lay citizens who have their own businesses to attend to and own personal lives to lead. They cannot devote full time even to such worthy public service as serving as members of the Board of Trustees. It is obvious that public relations at the state level, as well as at the institutional level, must be carried on in large part by expert personnel in the institutions themselves. Therefore:

1. It is recommended that the public relations officers of the several institutions be convened by the Executive Secretary for the purpose of preparing a specific cooperative program of public relations at the state level and that this group meet periodically for

the exchange of ideas and practices and to reach mutual understandings as to what shall and what shall not be done by the institutions to make effective the unified state program of higher education.

This committee should report its program to the Presidents' Council which in turn should pass the report to the Board. Nor would it be asking too much of this committee to expect it to be a channel through which would flow to the Board and to the institutions information concerning the needs of the state. Indeed, it should make this the other half of its function.

The presidents should be ex-officio members of this committee and should attend, without attempting to dominate, its meetings. In the last analysis, each president should accept the ultimate responsibility for his own institution's part in the state public relations program.

2. It is recommended that the Executive Secretary be given full responsibility for publicity in matters relating to Board meetings and other aspects of the unified state program that relate more specifically to the Board's central office and program than to the particular institutions. This includes the numerous unifying committees, their meetings and actions. The scope of his responsibilities should be defined in the general program referred to above.

The public relations programs at the institutional level appear to be carried on rather effectively. The statement is more applicable to that phase of the programs having to do with telling the public about the institutions than of informing the institutions of the state's needs. Doubtless there is in the Mississippi institutions as in those of other states the usual preoccupation of publicity with the spectacular, such as intercollegiate athletics, campus social life and personalities. But this situation will be corrected under a mature public relations program sponsored by the Board and carried on by the presidents and faculties and leading students of the several institutions.

Probably the most important note of emphasis for each institution's public relations program is that institution's part in the unified state program of higher education. To this discussion, Stewart Harral in his book, *Public Relations for Higher Education,* makes the following contribution:

> If public relations and publicity are to be effective they must be factual, frank, and full. They must be friendly, nonsensational, and aggressive, because truth always pays in the long run. If a university is a glorified country club, a training ground for debutantes, or a paradise for tramp athletes, sooner or later the public will know the truth and there is little the publicist can do to change the picture.
>
> But a new spirit of cooperation is developing among colleges and universities. Administrators are awakening to the fact that cooperation involves a willingness to share experiences, a disposition to recognize the needs and objectives of competing institutions, and

> to protect the dignity and worth of all colleges and universities. . . . All those engaged in higher education must realize that the best insurance against most destructive forces and prejudices is constant attention to a sound program of public relations. As long as colleges and universities malign each other, they will further confuse the already bewildered public. All members of the academic family—administrators, staff members, and students—must concern themselves with the relation of higher education to social life in general. They must likewise create attitudes that will permit a wider acceptance of the general purposes of higher education. Many of the misunderstandings can in part be avoided if all engaged in higher education will work toward the goal of bringing others to the point of understanding them. If those engaged in higher education cannot justify its worth, who can?

Later in the same book, Mr. Harral sets forth an excellent institutional program under the heading:

Elements of a Public Relations Program

Preliminary Requirements:

1) First, there must be an earnest and sincere desire on the part of the administration and staff to improve public relations. Public relations begin at home.
2) Past policies and procedures must be examined in the light of their contribution toward increased good will, understanding, and support.
3) Causes of ill will and misunderstanding between the institution and its supporting publics must be removed.
4) Dissension and friction within the institution must be cleared up.
5) Every staff member must be educated both to his responsibilities and to his limitations in the public relations program.

Leadership—Organization:

1) Leadership must be delegated to an able person with knowledge of the most effective procedures, and one who is skilled in guiding human relations.
2) The organization must be set up so that its functions and activities are clearly defined and so that the authority and responsibility are known to all.
3) The director of public relations should be in complete confidence of the administration, the staff, and the public, and should know fully the background of the institution.

Policies—Procedures:

1) A basic yet flexible program of policies must be defined and set in operation.
2) Every policy, no matter what phase of the program it is to govern, must be formulated and carried out in relation to its effect on all institutional publics—administrators, faculty mem-

bers, employees, students, alumni, governing board, and the public at large.

3) The administration must constantly strengthen those institutional influences which increase the efficiency and loyalty of the personnel.
4) As far as possible, all procedures should be carried out in such a way that they will win public approval.
5) All methods and procedures should be so designed that they will strictly conform to the public relations policies. Consistency in following policies will remove any question of insincerity and doubt.
6) The director of public relations must analyze each problem in its relationship to the basic motivations of those groups upon whose good will the institution is dependent.
7) Every procedure, as far as possible, should be designed in the public interest, because ideas that are not generally accepted by the public become so only after it is shown that they are of value and interest to the public.
8) Two-way communication—both sending and receiving—must be maintained at all times between the administrator and personnel and between all institutional agencies and their publics.
9) Frequent studies should be made to reveal any fundamental changes that are taking place in public opinion, so that the institution may get a better perspective of its activities and services.
10) By continuous use of all channels and media, every segment of the public should be given a full, frank, authoritative account of institutional policies, activities, objectives, and needs.
11) All ideas and objectives must be translated into the language and interests of those to be reached, so that a favorable reception results.
12) Recognition must be made of the fact that public relations activities are not to be reserved for special occasions but must function in normal, day-to-day relationships.
13) As much as possible, an attempt must be made to make all publics thoroughly acquainted with the institution and thus make its interests of deep concern to them.

ALUMNI RELATIONS

The relations between an institution and its alumni constitute a very special phase of public relations. The alumni form a considerable body of influential citizens who are or may become devoted to the true interests of the institution. They are at the same time a part of the public with which the institution seeks to cultivate good relations and are important channels for the creating of the desired relations with the general public. Thus the alumni are both means and ends.

A private or church-connected college usually has a more effective alumni-relations program than a state institution. This is probably because such colleges feel a greater need of alumni support—particularly financial support. Neverthless, the state institution has a very real need for an effective alumni-relations program.

An effective program of alumni relations should be based on the conception that an institution's responsibilities for and interests in its students do not cease with the students' graduation or resignation. On the contrary, the institution should continue to serve as a source of culture and a center of vocational interests of its former students and should maintain contacts with them so that the pleasant memories associated with campus life may be kept alive through the years. The institution can effect this end by maintaining complete files of former students through sending occasional personal letters to alumni while distributing an alumni magazine that is newsy and human, replete with items of interest regarding alumni rather than using most of its space reporting campus affairs, and by other means.

Another way in which an institution may serve its alumni is by helping them to realize their purposes of study and research as adults. Alumni should be encouraged to bring their problems to the institution. Through its library, laboratories, short courses, conferences, and off-campus programs, the institution should be able to give valuable service in solving the problems of former students.

Alumni relations are by no means directed solely from the institution toward the former students. Indeed, there are even more varied services that former students can render the institution. The interest of alumni in their *alma mater* has too frequently been confined to the spectacular, as illustrated by athletics. Although this interest is commendable, there should be manifestations of other interest on the part of former students of an institution of higher education.

The alumni should understand the institution's program and help to interpret and promote it with the general public. Beyond this, they should participate, with the administration and faculty of the institution, in planning the institution's development so that it may achieve its purposes to a maximum degree. This does not imply that the alumni should interfere with the administrative or internal affairs of the college.

Another service the alumni can perform for their institution, as well as for their state and mankind in general, is to aid in stimulating college attendance by worthy young people who indicate a capacity to be trained for leadership. The serious depletion of college enrollments as a result of the war will place the country in a position of being woefully lacking in trained leaders in the immediate future. Efforts of alumni to guide promising young men and women into college ranks, to be trained in professional and technical pursuits, will pay remarkable dividends.

Furthermore, alumni can serve their institutions in a very real way by working for academic freedom (Chapter 9). No force is more able to do it than the alumni.

Again, alumni may serve their college, and society as well, in a financial way by contributing to the establishment of various scholarships and student-loan funds to be used to aid worthy students who do not have financial resources with which to achieve their ambitions.

Stimulated by the institution, the alumni can perform wide service in the field of adult education in helping to eradicate ignorance in their respective circles of influence. This is a service both alumni and the institution cooperatively render to the people of the state.

Another service of a cooperative nature which can be performed by the alumni, under the stimulation of college leaders, is that of bringing the thinking of thousands of college-trained individuals to bear on the problem of "disciplined education." The question of whether higher education should develop along the line of regimentation or along the line of thoughtful control with careful guidance of the students is one on which the thinking of all capable people is needed.

In order to achieve effective alumni relations, it is necessary that the alumni office of each association shall have adequate, continuing records. Without them, the alumni-relations program simply cannot exist.

The alumni officers of the University, State College, and MSCW were visited by the members of the Study Staff. These offices at the University and State College are conducted as part-time enterprises by persons whose major responsibilities lie elsewhere. The alumni records at the University were limited to a card file of graduates with the name of each, date of graduation, degree, and address at the time of graduation—usually nothing else. The records at State College consisted merely of a folder for each graduate, his year of graduation, degree and home address at the time of graduation, plus copies of any correspondence between the office and the graduate. There is no criticism of office staff implied here, for neither office has had the personnel, supplies, or funds with which to carry on an alumni-relations program or to provide adequate continuing records.

The Study Staff was informed that a number of the alumni of the University have been very effective in sponsoring the intercollegiate athletic program. The President of the "Ole Miss" Alumni Association has shown great interest in this study and has stated that it is his ambition to see the Alumni Association sponsor the whole program of the University in all its aspects as it has so successfully done in the field of athletics. Indeed, under his leadership, the Association has organized a post-war planning committee which has met with the faculty planning committee a number of times with the serious purpose of evolving plans for the University in keeping with its unique opportunities for service to Mississippi.

The alumni association of State College, though hampered by lack of adequate records, has interested itself likewise in athletics. Judging from the interest developed in intercollegiate athletics at State, this group too has done some very effective work.

MSCW is the only one of the state schools that employs a full-time alumnae secretary. It is understood that one of her chief duties is recruiting students through visits to the various high schools and communities of the state. The records in her office are fairly adequate.

The Study Staff did not visit the alumni offices at the other colleges. It was advised that alumni organizations existed at all of them. That was the extent of the information which was gathered concerning them. The Study Staff requested the following information from the alumni offices of all the institutions:

a. An alphabetical list of names of all students graduating during the eleven-year period beginning September, 1930 and extending through the summer school of 1941

b. The students' first employment or occupation after graduation or on leaving the institution

c. Present employment or occupation

d. For service men, employment or occupation before entering the armed forces

e. Rating or rank in the armed forces

f. The full name of married women given in such a way as to be identified

Though this was a modest request, none of the institutions was able to furnish this information completely and promptly from existing records. While it must be said that the offices were entirely cooperative and did their best to get the information on short notice, reports were incomplete, as is shown by the summary table in appendix.

At none of the alumni offices nor anywhere else in the state did the Study Staff encounter the idea that there ought to be an associated organization for cooperative planning, made up of presidents and leading members of the alumni associations, but in many conversations with alumni and in a number of letters addressed to the Study Staff, the idea of a unified state program of higher education was often advanced.

RECOMMENDATIONS

It is recommended:

1. That each institution be provided with funds with which to support a full-time alumni secretary and an office with adequate clerical help. Possibly this should come from nominal membership fees, and from larger gifts from alumni who can afford them.

2. That an associated alumni organization be created to be composed of the secretaries and presidents of the alumni associations from the several colleges. The presidents of the institutions and the Board's Executive Secretary should be ex-officio members of this organization. This group should concern itself principally with the unified state program of higher education, and should develop means and methods by which the several alumni associations can contribute to the development of this program.

Chapter XII

EDUCATIONAL FINANCE

Significance of Finance

Finance is not the primary objective of an institution of higher education. Its fundamental purposes are instruction, research, and, in the case of a public institution, public service. Nevertheless, every proposal relating to the educational program has its financial implications. Before any building can be built, any teacher employed, any supplies or material for instruction or research provided, financial resources must be made available. Many questions in the last analysis have to be settled in terms of their financial phases.

The Board of Trustees as a public body must have the protection of sound financial procedure and business methods to enable it to meet the obligations of trusteeship, as well as to secure effective and efficient management. Institutional officers need similar methods to aid them in their responsibilities and management and in carrying out their educational operations most effectively. Financial and business methods must aid and not hinder educational activities.

Scope of this section of the Study.

The assignment for this division of the Study was to review methods of financial administration and business operations in all institutions and make recommendations concerning those methods, both from the standpoint of internal institutional operations and from the standpoint of the Board of Trustees. The reviewers did not make an audit, and financial data presented in the report are taken from reports submitted by institution officers or by the State Auditing Department. The reviewers have not considered the question of whether too much or too little money is being expended on any activity, and did not make any estimate of the cost of financing any proposed new program.

Work Done.

The work of the consultants in this section was carried out in the following manner:

1. All institutions under the Board of Trustees were visited by one or both of the consultants and fiscal procedure and accounting systems were reviewed.
2. Budgets and financial reports of all institutions were examined.
3. Two joint conferences were held with the business officers of all institutions and a conference was carried out with the State Auditing Department.

4. Correspondence was carried on with the presidents of all institutions.
5. The report of each institution was submitted to the president of that institution for his comments and those comments were taken account of as fully as possible in the revision of each respective report.

Scope of Report.

This report deals with the following principal objectives:

1. Statistics of Mississippi institutions including:
    - (a) Allocation by the Board of Trustees to all institutions over a period of years.
    - (b) Student fees and other charges in all institutions.
    - (c) Financial statement of all institutions for 1943-44. (Only summary statements of income and expenditures and balance sheets are included in this report. However, more complete financial statements for the year 1939-40 have been supplied to all members of the Board of Trustees. Institutions also have been requested to compile reports in similar form for such a statement for 1944-45.)
2. Comments on recommendations on financial and accounting procedure and business methods, including (a) general comments; (b) general recommendations; (c) detailed comments and recommendations on each institution.

Importance of General Uniformity.

In a situation such as that of public higher education in Mississippi it is of great importance that there be a general uniformity in all budgets and financial reports. Only in this way can the Board of Trustees have comparable information from the respective institutions and be able to administer its affairs most easily and satisfactorily.

Fortunately, through the work of the National Committee on Standard Reports for Higher Education, standards for such uniformity have been developed which are now generally accepted and applied throughout the country. The recommendations of the Committee are found in *Financial Reports for Colleges and Universities*, University of Chicago Press, 1935, and in bulletins of the Financial Advisory Service of the American Council on Education. By following the standards thus established, Mississippi institutions not only would have budgets and reports which are comparable with one another, but also which would be comparable with the majority of the institutions of higher education both public and private, large and small, throughout the country.

MISSISSIPPI STUDY OF HIGHER EDUCATION V. EDUCATIONAL FINANCE

ALLOCATIONS BY BOARD OF TRUSTEES TO MISSISSIPPI COLLEGES

1934 to 1944

	University of Mississippi	*Mississippi State College*	*M.S.C.W.*	*Mississippi Southern College*	*Delta State Teachers College*	*Jackson College*	*Alcorn A. & M. College*
1934-1935	164,359.26	150,000.00	134,100.00	95,000.00	63,666.65		52,784.41
1935-1936	161,000.00	157,166.66	120,198.33	90,000.00	79,533.31		52,784.41
1936-1937	160,666.67	152,666.67	128,666.67	90,000.00	62,499.99		37,407.73
1937-1938	160,666.67	152,666.67	128,666.67	90,000.00	62,749.99		37,407.73
1938-1939	307,294.42	195,367.02	155,180.51	109,837.51	78,171.81		46,418.90
1939-1940	222,229.42	195,367.02	155,180.51	109,837.51	76,771.81		46,418.90
1940-1941	231,182.95	194,390.19	155,180.51	109,288.32	77,087.95		50,918.90
1941-1942	221,182.95	193,990.19	154,004.61	109,288.32	78,187.95		50,216.15
1942-1943	217,782.95	190,990.19	154,004.61	114,288.32	80,587.94		50,216.15
1943-1944	211,782.95	185,990.19	157,004.61	112,288.32	86,587.94		50,216.15

ALLOCATION BY BOARD OF TRUSTEES PER STUDENT ENROLLED*

1937 to 1944

1937-1938	122.09	70.08	127.65	94.64	205.74		127.67
1938-1939	222.35	85.46	142.11	113.12	229.92		158.43
1939-1940	149.95	83.96	127.30	99.67	213.26		102.02
1940-1941	156.95	86.17	130.18	115.40	201.27		112.65
1941-1942	164.20	90.56	128.02	163.85	227.29		108.46
1942-1943	183.32	95.30	154.93	214.42	321.07		145.13
1943-1944	335.63	441.78	172.15	458.32	544.58		290.27

*Presumably the enrollment figures as furnished by the institutions are cumulative annual enrollments.

Because of possible lack of uniformity in counting enrollment, as well as lack of uniformity in accounting, these figures are not too reliable.

COMPARATIVE SCHEDULE OF FEES AND CHARGES FOR LIVING EXPENSES AT THE INSTITUTIONS UNDER THE CONTROL OF THE MISSISSIPPI STATE BOARD OF TRUSTEES FOR REGULAR SESSION

1943-1944

	University of Miss.	*Miss. State College*	*Miss. State College for Women*	*Miss. Southern*	*Delta State*	*Jackson College*	*Alcorn A. & M.*
Fees:							
1. Matriculation	50.00	50.00	50.00		60.00	45.00	5.00
2. Incidental fees				120.00*			
3. Library	10.00	10.00	6.00		9.00		
4. Maintenance	20.00						
5. Departmental and laboratory supplies	20.00	20.00	10.00				
6. Physical education and athletics	15.00	14.50	4.00				
7. Out-of-state tuition	70.00	70.00	50.00				15.00
8. Law school—tuition	70.00						
9. Medical school—tuition	150.00						
10. Pharmacy school—tuition	70.00						
11. Student activities	12.00†	18.00‡	15.00‡		15.00‡		42.50•
12. Diploma fee	5.00	7.50	5.00	6.00			5.00
13. Late registration fee	2.00	2.00	2.00	2.00			1.00
14. Music fees							12.00
Living expenses:							
1. Dormitories—men	56.00	50.00					
2. Dormitories—women	76.00		100.00	54.00			
3. Hospital	6.50	8.00	5.00		6.00		
4. Laundry	15.00§	9.50¶	25.00	18.00§	18.00		
5. Board and room					225.00	22.00″	15.00″
6. Board		$18-$20′ month	138.00	153.00			
7. Room and service					15.00		
8. Debt retirement			7.00				

---

*Probably covers matriculation, library, and student activity fees.

†Includes student publications and lyceum.

‡Includes student publications, Y.M.C.A., student associations, and lyceum.

§Items prescribed.

¶Includes pressing.

″Per month.

′Cafeteria—estimated.

•Includes fuel, furniture, medicine, laundry, student activities per year.

COMPARATIVE ANALYSIS OF EDUCATIONAL AND GENERAL INCOME

1943-1944

	University of Miss.		*Miss. State College**		*Miss. State College for Women*		*Miss. Southern*		*Delta State*		*Jackson College*		*Alcorn A & M College*	
	Amount	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*
Student Fees	$106,518.26	19.72	$117,054.91	14.48	$ 91,479.78	34.47	$ 35,795.30	21.06	$ 30,680.43	24.76	$ 14,940.11	19.94	$ 11,763.86	5.11
Gifts and Endowments			20,598.31	2.55					7,200.00	5.81	30,000.00	40.03	19,650.81	8.53
Federal Grants			71,351.07	8.83					863.85	.70			57,954.51	25.14
State Appropriations	194,134.36	35.94	172,328.33	21.32	157,004.61	59.15	112,288.92	66.06	84,215.46	67.96	30,000.72	40.03	83,018.07	36.02
Sales and Services of Organized Activities Relating to Instruction	70,846.60	13.11	221,044.91	27.34			18,188.43	10.70					56,279.97	24.41
Miscellaneous Sales, Interest and Rentals	49,859.34	9.23	83,560.40	10.34	16,943.58	6.38	3,709.70	2.18	962.90	.77			1,822.53	.79
Army Programs	118,868.33	22.00	122,399.90	15.14										
Total Educational and General Income	$540,226.89	100.00	$808,337.83	100.00	$265,427.97	100.00	$169,982.35	100.00	$123,922.64	100.00	$ 74,940.83	100.00	$230,489.75	100.00

*Not including experiment station and agricultural extension.

COMPARATIVE ANALYSIS OF EDUCATIONAL AND GENERAL EXPENDITURES

1943-1944

	University of Miss.		*Miss. State College**		*Miss. State College for Women*		*Miss. Southern*		*Delta State*		*Alcorn A & M College*		*Jackson College*	
	Amount	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*	*Amount*	*%*
General Administrative Offices	$ 28,633.82	5.98	$ 33,953.76	5.73	$ 54,341.26	16.14	$ 27,978.72	14.93			$ 7,633.23	3.66	$ 8,723.27	11.95
General Expense	9,025.44	1.89	32,310.34	5.45	3,635.43	1.08	6,029.82	3.22			12,674.18	6.10	5,572.81	7.64
Total General Administrative and General Expense	37,659.26	7.87	66,264.10	11.18	57,976.69	17.22	34,008.54	18.15	21,787.43	17.44	20,307.41	9.76	14,296.08	19.59
Instruction	329,262.03	68.81	169,404.19	28.58	161,844.63	48.07	97,969.48	52.29	78,108.15	62.53	76,016.02	36.55	35,017.57	47.97
Organized Research			2,120.44	.36										
Extension			38,259.00	6.45										
Organized Activities Related to Instruction	610.00	.13	200,962.98	33.90							8,852.25	4.26	9,133.40	12.51
Libraries			13,200.72	2.23	15,376.64	4.57	6,186.91	3.30	5,370.23	4.30	6,328.71	3.04	2,572.07	3.52
Operation and Maintenance	110,966.88	23.19	102,550.38	17.30	101,498.17	30.14	49,187.58	26.26	19,646.69	15.73	96,487.10	46.39	11,980.87	16.41
Total Educational and General	$478,498.17	100.00	$592,761.81	100.00	$336,696.13	100.00	$187,352.51	100.00	$124,912.50	100.00	$207,991.49	100.00	$26,686.34	100.00

***Excludes**

Agricultural Experiment Station	$ 364,037.76
Agricultural Extention Service	1,035,392.79
Total	**$1,399,430.55**

UNIVERSITY OF MISSISSIPPI
BALANCE SHEET
June 30, 1944

Assets

I. Current Funds:		
A. General:		
Cash	$ 196,920.15	
Petty Cash	1,760.00	
Accounts Receivable	25,946.33	
Total General Current Funds		$ 224,626.48
B. Restricted:		
Cash	12,335.65	
Total Restricted Current Funds		12,335.65
C. Auxiliary Activities:		
Cash	133,189.96	
Inventories	19,719.34	
Total Auxiliary Activities		152,909.30
Total Current Funds		$ 389,871.43
II. Loan Funds:		
Cash	15,009.59	
Notes Receivable	8,215.20	
Total Loan Funds		$ 23,224.79
III. Endowment Funds:		
Cash	4,662.86	
Investments	9,500.00	
Land Grant, Assumed by State	733,808.00	
Total Endowment Funds		$ 747,970.86

Liabilities, Reserves, and Surplus

I. Current Funds:			
A. General:			
Reserve for Government Training Program		$ 81,491.79	
Surplus			
Restricted for Departmental Balances	$81,767.03		
Accounts Receivable	25,946.33		
Free	35,421.33	143,134.69	
Total General Current Funds			$ 224,626.48
B. Restricted:			
Restricted Fund Balances		12,335.65	
Total Restricted Current Funds			12,335.65
C. Auxiliary Activities:			
Reserve for Inventories		19,719.34	
Surplus		133,189.96	
Total Auxiliary Activities			152,909.30
			$ 389,871.43
II. Loan Funds:			
Loan Fund Balances		23,224.79	
Total Loan Funds			$ 23,224.79
III. Endowment Funds:			
Endowment Fund Balances:			
Held by University		14,162.86	
Held by State		733,808.00	
Total Endowment Funds			$ 747,970.86

UNIVERSITY OF MISSISSIPPI
BALANCE SHEET
June 30, 1944

Assets

IV. Plant Funds:		
A. Unexpended Plants Fund:		
Cash	$ 26,414.45	
Total Unexpended Plant Funds		$ 26,414.45
B. Invested in Plant:		
Land, Buildings, and Equipment	4,753,982.61	
Total Invested in Plant		$4,753,982.61
Total Plant Funds		$4,780,397.06
V. Agency Funds:		
Cash	6,042.21	
		6,042.21
Total All Funds		$5,947,506.35

Liabilities, Reserves, and Surplus

IV. Plant Funds:		
A. Unexpended Plant Funds:		
Unexpended Plant Funds Balance	$ 26,414.45	
Total Unexpended Plant Funds		$ 26,414.45
B. Invested in Plant:		
Bonds Payable	300,000.00	
Net Investment in Plant	4,453,982.61	
Total Invested in Plant		$4,753,982.61
Total Plant Funds		$4,780,397.06
V. Agency Funds:		
Agency Fund Balances	6,042.21	
Total Agency Funds		6,042.21
Total All Funds		$5,947,506.35

MISSISSIPPI STATE COLLEGE
BALANCE SHEET
June 30, 1944

ASSETS

	Total	College	Extension	Experiment Station
I. Current Funds				
A. General:				
Cash	$ 442,393.25	$ 442,393.25		
Accounts Receivable	65,952.49	65,952.49		
Notes Receivable	40.54	40.54		
Due from Other Funds	88.40	88.40		
Contingent Assets	9,993.23	9,993.23		
Total General Current Funds	$ 518,467.91	$ 518,467.91		
B. Restricted:				
Cash	$ 599,509.25	$ 366,929.79	$ 79,162.03	$153,417.43
Inventories (Stores)	46,083.62	46,083.62		
Refundable Deposits	200.00	200.00		
Accounts Receivable	173,680.50	173,680.50		
Total Restricted Current Funds	$ 819,473.37	$ 586,893.91	$ 79,162.03	$153,417.43
Total Current Funds	$1,337,941.28	$1,105,361.82	$ 79,162.03	$153,417.43
II. Loan Funds				
Cash	$ 1,819.81	$ 1,819.81		
Notes Receivable	100.00	100.00		
Total Loan Funds	$ 1,919.81	$ 1,919.81		
III. Endowment				
Investments—Land Grant Fund Principal of Which Has Been Assumed by State of Mississippi—Annual Interest Rate Six Per Cent	$ 239,789.33	$ 239,789.33		
Total Endowment Funds	$ 239,789.33	$ 239,789.33		

LIABILITIES, RESERVES, AND SURPLUS

	Total	College	Extension	Experiment Station
I. Current Funds				
A. General:				
Reserve for Refunds Due Federal Government AAF Training	$ 144,273.33	$ 144,273.33		
Reserve for Contingent Liability Federal—O.C.S.	93,105.92	93,105.92		
Current Surplus	281,088.66	281,088.66		
Total General Current Funds	$ 518,467.91	$ 518,467.91		
B. Restricted:				
Deferred Income Credits	$ 1,283.31	$ 1,283.31		
Commission Due and Unpaid	1,683.14	1,683.14		
Accounts Payable	1,800.00	1,800.00		
Restricted Funds Balances	814,706.92	582,127.46	$ 79,162.03	$153,417.43
Total Restricted Current Funds	$ 819,473.37	$ 586,893.91	$ 79,162.03	$153,417.43
Total Current Funds	$1,337,941.28	$1,105,361.82	$ 79,162.03	$153,417.43
II. Loan Funds				
Loan Funds Balances	$ 1,919.81	$ 1,919.81		
Total Loan Funds	$ 1,919.81	$ 1,919.81		
III. Endowment				
Endowment Fund Balances	$ 239,789.33	$ 239,789.33		
Total Endowment Funds	$ 239,789.33	$ 239,789.33		

MISSISSIPPI STATE COLLEGE
BALANCE SHEET
June 30, 1944

ASSETS

	Total	*College*	*Extension*	*Experiment Station*
IV. Plant Funds				
A. Unexpended:				
Cash	$ 21,176.61	$ 21,176.61		
Total Unexpended Plant Funds	$ 21,176.61	$ 21,176.61		
B. Invested in Plant				
Educational Plant:				
Land	529,595.00	345,695.00		183,900.00
Buildings	1,671,182.44	1,339,688.44		331,494.00
Improvements Other Than Buildings	92,902.90	92,902.90		
Equipment	1,419,910.70	1,162,754.10	47,263.76	209,892.84
Livestock	36,294.00	36,294.00		
Total Educational Plant	3,749,885.04	2,977,334.44	47,263.76	725,286.84
Auxiliary Enterprises Plant	1,583,505.28	1,583,505.28		
Other Buildings and Structures	299,754.66	299,754.66		
Rental Property	258,392.15	258,392.15		
Total Invested in Plant	$5,891,537.13	$5,118,986.53	$ 47,263.76	$725,286.84
Total Plant Funds	$5,912,713.74	$5,140,163.14	$ 47,263.76	$725,286.84
V. Agency Funds				
Cash	$ 4,262.98	$ 4,262.98		
Total All Funds	$7,496,627.14	$6,491,497.08	$126,425.79	$878,704.27

LIABILITIES, RESERVES, AND SURPLUS

	Total	*College*	*Extension*	*Experiment Station*
IV. Plant Funds				
A. Unexpended:				
Reserve for Retirement of Bonds	$ 21,176.61	$ 21,176.61		
Total Unexpended Plant Funds	$ 21,176.61	$ 21,176.61		
B. Invested in Plant				
Bonds Payable	$ 234,000.00	$ 234,000.00		
Due to Other Funds	88.40	88.40		
Net Investment in Plant	5,657,448.73	4,884,898.13	47,263.76	725,286.84
Total Invested in Plant	$5,891,537.13	$5,118,986.53	$ 47,263.76	$725,286.84
Total Plant Funds	$5,912,713.74	$5,140,163.14	$ 47,263.76	$725,286.84
V. Agency Funds				
Agency Fund Balance	$ 4,262.98	$ 4,262.98		
Total All Funds	$7,496,627.14	$6,491,497.08	$126,425.79	$878,704.27

MISSISSIPPI STATE COLLEGE FOR WOMEN
BALANCE SHEET
June 30, 1944

Assets

I. Current Funds:		
A. General:		
Cash	$ 54,404.21	
Petty Cash	600.00	
Total General Current Funds		$ 55,004.21
B. Restricted:		
Cash	9,268.39	
Total Restricted Current Funds		9,268.39
Total Current Funds		$ 64,272.60
II. Loan Funds:		
Cash	3,871.78	
Notes Receivable	1,702.81	
Investment	1,000.00	
Total Loan Funds		$ 6,574.59
III. Endowment Funds:		
Cash	2,354.84	
Investments	15,000.00	
Land Grant Assumed by State	156,600.00	
Total Endowment Funds		173,954.84
IV. Plant Funds:		
A. Unexpended Plant Funds:		
Cash	23,023.86	
Total Unexpended Plant Funds		23,023.86
B. Invested in Plant:		
Land	195,500.00	
Buildings	1,954,327.10	
Improvements Other than Buildings	9,838.49	
Equipment	248,276.23	
Total Invested in Plant		2,407,941.82
Total Plant Funds		$2,430,965.68
Total All Funds		$2,675,767.71

Liabilities, Reserves, and Surplus

I. Current Funds:		
A. General:		
Reserve for Petty Cash	$ 600.00	
Current Surplus	54,404.21	
Total General Current Fund		$ 55,004.21
B. Restricted:		
Restricted Fund Balances	9,268.39	
Total Restricted Current Funds		9,268.39
Total Current Funds		$ 64,272.60
II. Loan Funds:		
Loan Fund Balances	6,574.59	
Total Loan Funds		$ 6,574.59
III. Endowment Funds:		
Endowment Fund Balances:		
Held by College	17,354.84	
Held by State	156,600.00	
Total Endowment Funds		173,954.84
IV. Plant Funds:		
A. Unexpended Plant Funds:		
Unexpended Plant Fund Balances	23,023.86	
Total Unexpended Plant Funds		23,023.86
B. Invested in Plant:		
Bonds Payable	53,000.00	
Net Investment in Plant	2,354,941.82	
Total Invested in Plant		2,407,941.82
Total Plant Funds		$2,430,965.68
Total All Funds		$2,675,767.71

MISSISSIPPI SOUTHERN COLLEGE
BALANCE SHEET
June 30, 1944

Assets

I. Current Funds:		
A. General:		
Cash	$ 74,137.50	
Accounts Receivable	7,124.02	
Total General Current Funds		$ 81,261.52
B. Restricted:		
Cash	74,364.34	
Total Restricted Current Funds		74,364.34
Total Current Funds		$ 155,625.86
II. Plant Funds:		
A. Unexpended Plant Funds		-0-
B. Invested in Plant:		
Land, Buildings, and Equipment	1,591,648.11	
Total Invested in Plant		1,591,648.11
Total Plant Funds		$1,591,648.11
Total All Funds		$1,747,273.97

Liabilities, Reserves, and Balances

I. Current Funds:		
A. General:		
Current Surplus:		
Restricted for Repairs	$ 36,000.00	
Free	45,261.52	
Total General Current Funds		$ 81,261.52
B. Restricted:		
Restricted Fund Balances	74,364.34	
Total Restricted Current Funds		74,364.34
Total Current Funds		$ 155,625.86
II. Plant Funds:		
A. Unexpended Plant Funds		-0-
B. Invested in Plant:		
Investment in Plant	$1,591,648.11	
Total Invested in Plant		1,591,648.11
Total Plant Funds		$1,591,648.11
Total All Funds		$1,747,273.97

DELTA STATE TEACHERS COLLEGE
BALANCE SHEET
June 30, 1944

Assets

I. General Current Funds:		
Cash	$ 11,533.13	
Accounts Receivable	4,744.31	
Inventories	13,104.96	
Total Current Funds		$ 29,382.40
II. Loan Funds:		
Cash	300.00	
Notes Receivable	1,400.00	
Investments	1,800.00	
Total Loan Funds		$ 3,500.00
III. Plant Funds:		
A. Unexpended Plant Funds		–0–
B. Invested in Plant:		
Land	68,000.00	
Buildings	902,317.14	
Equipment	133,318.99	
Total Invested in Plant		$1,103,636.13
Total Plant Funds		$1,103,636.13
Total All Funds		$1,136,518.53

Liabilities and Surplus

I. General Current Funds:		
Accounts Payable	$ 4,159.86	
Current Surplus	25,222.54	
Total Current Funds		$ 29,382.40
II. Loan Funds:		
Loan Fund Balances	3,500.00	
Total Loan Funds		3,500.00
III. Plant Funds:		
A. Unexpended Plant Funds		–0–
B. Invested in Plant:		
Investment in Plant	1,103,636.13	
Total Invested in Plant		$1,103,636.13
Total Plant Funds		$1,103,636.13
Total All Funds		$1,136,518.53

JACKSON COLLEGE
BALANCE SHEET
June 30, 1944

Assets

I. Current:		
A. General:		
Cash	$ 1,397.38	
Petty Cash	55.00	
Inventories	10,566.79	
Total Current General		$ 12,019.17
B. Restricted:		
Cash	135.68	
Total Restricted Funds		135.68
Total Current Funds		$ 12,154.85
II. Plant:		
A. Invested in Plant:		
Land	20,800.00	
Buildings	126,809.57	
Equipment	27,972.95	
Total Plant Funds		$ 175,582.55
Total		$ 187,737.40

Liabilities

I. Current:		
A. General:		
Accounts Payable	$ 12,019.17	
Total Current General		$ 12,019.17
B. Restricted:		
Student Deposits	125.00	
Fund Balances	10.65	
Total Restricted Funds		135.68
Total Current Funds		$ 12,154.85
II. Plant:		
Surplus Invested in Plant	175,582.55	
Total Plant Funds		$ 175,582.55
Total		$ 187,737.40

ALCORN A & M COLLEGE
BALANCE SHEET
June 30, 1944

Assets

I. Current:		
A. General:		
Cash	$ 29,296.53	
Petty Cash	500.00	
Balance with State Treasurer	99.75	
Accounts Receivable	299.81	
Inventories	3,593.07	$ 34,685.16
B. Restricted:		
Cash		431.94
Total Current Funds		35,117.10
II. Endowment:		
Balance with State Treasurer	113,575.00	
1862 Land Grant	96,296.20	
Total Endowment Funds		209,871.20
III. Plant Funds:		
Land	9,000.00	
Buildings	561,015.00	
Equipment	224,377.45	
Total Plant Funds		794,392.45
Total Funds		$1,039,380.75

Liabilities

I. Current:		
A. General:		
Accounts Payable	$ 5,667.13	
Unappropriated Surplus	29,018.03	34,685.16
B. Restricted:		
Deposit Fund Balances		431.94
Total Current Funds		$ 35,117.10
II. Endowment:		
Fund Balances		$ 209,871.20
III. Plant Funds:		
Surplus Invested in Fixed Assets		794,392.45
Total Funds		$1,039,380.75

B. FINANCIAL AND ACCOUNTING PROCEDURE AND BUSINESS METHODS

1. GENERAL COMMENTS

Introduction

This section of the report contains a summary of the findings of the consultants on matters of financial and accounting procedure and business methods in the various institutions. The deficiencies set forth are not uniform in all institutions. Some of the comments apply in varying degrees in all institutions, and others apply only in certain institutions. In a later section of the report a more detailed analysis is presented covering conditions in each institution.

The comments made herein do not represent a reflection on the sincerity or honesty of any officer or employee. In the discussion with various institutional officers the consultants were treated with the greatest consideration and in most instances found the desire and a willingness to improve methods and procedures.

a. *Budgets*

(1) Budgets prepared by institutions for submission to the Board of Trustees lack uniformity in form and arrangement, or in classification of income and expenditure, thus making comparisons between institutions and summaries of all institutions difficult.

(2) Budgets are not consolidated in such a way as to present a complete picture of an institution's operations in summary statements.

(3) Salary budget material frequently is scattered, making it necessary to refer to several parts of a budget to secure complete information about a given individual. Information regarding tenure, previous year's salary, and changes in rank is not always shown.

(4) Budgets frequently do not contain all departments and activities of an institution, separate budgets being presented for certain activities, some being omitted entirely.

(5) Budgets are not always classified in such a way as to distinguish between educational and auxiliary operations, or to relate the incomes of the latter operations specifically to them, as is desirable.

(6) The form and arrangement of the budgets, the accounts, and the audit reports are not uniform nor consistent, making comparisons difficult. This is due in part to a lack of a standard classification of accounts and in part to lack of participation of the business offices in budget preparation.

b. *Income*

(1) A complex system of student fees is found in all institutions. Because of legal limitations on the kind of fees which may

be assessed, the only general fee charged is a "matriculation" fee. This title is more commonly used for an entrance fee paid once at the time of the student's first entrance, the term "tuition" being more commonly applied to a recurring general term fee. A fee called "tuition" cannot be charged state residents because this is not permitted by law.

(2) There is no uniformity among the several institutions in regard to fees.

(3) Fees are related in many instances to specific courses and activities. Departments develop a feeling of "ownership" over such income, and a general policy is followed of carrying forward the unexpended balances of departments to their credit for future use. This policy makes it more difficult for an institution to apply its resources where they are most needed or to deal objectively with the needs of each department. The philosophy of relating income to specific purposes applies even to the state appropriation, in that it is generally thought to be legally available only for salaries. Yet the appropriation bill clearly states that the Board of Trustees may use its appropriation for all purposes of maintenance.

(4) Income applicable to "living expenses" is charged and reported as a "fee". The amount of these charges frequently is not based on the true cost of the service rendered. The unexpended balances of these funds generally are not reserved for other than educational purposes, which may mean that funds which could appropriately be applied to the educational budget are being withheld from that budget.

(5) There is a marked tendency to finance certain activities only by the special income derived from them. Summer session is an example. This makes it difficult to consider the activity on its merit from an educational standpoint.

c. *Control of Receipts.*

(1) An accurate record of all money coming into the business office appears to be made in all instances. There appears to be a general lack, however, of any check by the business office as to whether all money which should have been turned in has been so deposited.

(2) There is usually a lack of definite allocation of functions relating to the handling of money, bank deposits, etc., in such a way as to fix responsibility continuously. This is somewhat difficult because small office staffs make it necessary for various persons to participate in several functions, but responsibility for the handling of money should be as definitely fixed as possible at all times.

(3) In some instances, funds of certain activities do not flow through the central business office, and the control of that office over such funds is incomplete or negligible. This is definitely contrary to good practice.

(4) An excess number of bank accounts frequently is found. Accounts are set up separately for specific activities instead of depending on the accounts to indicate the amount of cash applicable to such activities. The policy of separate bank accounts is not logical with respect to separation of types of funds, such as current, trust, plant, etc., but rather is based on how the activity is managed. Except where Federal or state regulations or debt indentures require separate bank accounts, the number of bank accounts should be kept as few as possible, and the business office should be fully responsible for all banking operations.

d. *Purchasing*

(1) While requisitions in most instances are submitted by departments to the business office and orders by the financial secretary, the latter in many instances does very little other than countersign the form. In many instances prices are secured by the departments and the selection of vendor made by them. Even allowing for the fact that educational departments must be able to designate just what educational supplies and equipment meet their requirements, this procedure makes it difficult to consolidate purchases of the same items for various departments, and means that numerous departments are dealing with vendors instead of primarily the business office.

(2) In some instances, departments make commitments against budget allotments before securing approval of the business office, thus preventing the operation of a thoroughly complete system of budgetary control.

(3) Few institutions follow the practice of maintaining stocks of supplies generally needed, or of making those stocks available generally to all departments by internal requisition. Such a plan is a desirable adjunct of the purchasing system.

(4) Where stocks of supplies are maintained, no continuous inventories of those stocks are kept, and methods of control over receipt and issuance of such supplies generally are incomplete. As a general rule, control accounts for such stocks are not maintained in the business office.

e. *Audit of Disbursements*

(1) In some instances, because of the decentralization of business organization in the institution, payment of bills is made by departments on checks drawn and issued by them. Where such checks are countersigned by the financial officer, evidence of an examination of supporting evidence in connection with countersignature is lacking.

(2) In some instances, invoices are not identified against purchase orders on being passed for payment, and in others no record is made on the file copy of the purchase order or otherwise, to prevent duplicate payment of the same invoice.

(3) Only in a few cases is there evidence of a definite certification of receipt of material being required in addition to the approval of the invoice proper on behalf of the department concerned. In most cases, the business office relies upon the departments for a complete audit of invoices—including extensions and additions. Discounts are not taken in all institutions. Generally speaking, the review of invoices by the business office before payment is defective, in one respect or another.

(4) Approval of presidents on invoices and vouchers is frequently required, and in some instances presidents are required to sign checks. As an obvious necessity, this function frequently is delegated to presidents' secretaries.

f. *Budget Operation and Control*

(1) Although in most cases a reasonably good informal check on budget operations is maintained, in no institution is there a complete plan of budget control through the general accounting system, in which purchase orders or other commitments are entered as charges against budget allotments when the orders are placed, and unencumbered balances of such allotments currently maintained.

(2) In only one instance are budget accounts kept in which expenditures are currently entered against budget allotments and unexpended balances currently shown. In other cases, the only correlation made between budget authorizations and expenditures is occasional comparison, or no systematic plan of such correlation exists.

(3) In some instances no systematic plan of advising departments of the operations and condition of their budgets is followed.

(4) In no instance is a regular plan of accounting and reporting on unappropriated current surplus of general funds followed. Realization of income in relation to estimates is not systematically followed, and changes in unappropriated surplus from that stated in the budget are not reflected in any current reports, or otherwise until the books are closed and the audit report prepared at the end of the year. Even that report does not show such surplus correctly, because of failure to segregate certain special funds and particularly to segregate expendable surplus from that represented by investment in plant.

(5) Operation of current general surplus (or deficit) is further complicated by the system of carrying over balances to the credit of departmental and other accounts, instead of a general policy of lapsing unused balances at the end of the year into a single account, from which allotments may be made for purposes determined to be most urgent.

g. *Auxiliary activities*

(1) There is a definite lack of a consistent general financial policy

with respect to auxiliary activities, such as residence halls, dining halls, laundry, etc. Frequently these activities are not fully covered in the annual budget. When they are included, income is not always specifically related to expenditure, and the same is true in the annual reports.

(2) There is a lack of uniformity as to charging costs of such activities fully to their income. In such instances, physical plant operating and maintenance costs are carried in the educational budgets at least to some extent. Administrative charges to them also may be inadequate. In no instance is there an exact accounting for depreciation or the setting up of maintenance and replacement reserves. Thus it is impossible to determine the exact results of operation.

(3) There is a general practice to keep the funds of all auxiliary activities intact, and apply no part of them toward financing the educational budget. Such a policy may be questioned, particularly in so far as it applies to net profits after all true costs and reserves are provided, and the requirements of all debt indentures are met.

(4) In some instances such activities are made so completely autonomous as to be almost if not entirely outside the institution's financial procedure or control. In one institution this policy even extends to some of the educational programs which are separately financed. Such a policy is open to serious question.

h. *Physical Plant*

(1) Inadequate provision for physical plant maintenance appears to prevail. (By "maintenance" is meant repairs and ordinary replacements, not including janitorial care and other operating expenses.) Such a policy will eventually lead to the necessity of large appropriations for deferred maintenance and replacement, which more properly should be taken care of year by year.

(2) Allotments for maintenance and replacement by the State Building Commission do not appear on the books of institutions, so that it is difficult to determine the total of such expenditures from all funds.

(3) The policy of the State Legislature in appropriating funds for buildings and repairs to State Building Commission is incorrect. Appropriations for buildings and other capital outlay should be made to the Board of Trustees for allotment to institutions.

(4) While all annual reports include figures for investment in plant, in some instances these are not supported by accounting records, and in no instance are such accounts kept currently up to date by additions for current expenditures and deductions for material worn out or disposed of. In no instance is there a detailed inventory of equipment currently maintained. Where such inventories exist, they consist simply of reports by departments at the end of the year, without independent check.

(5) In no instance is an adequate analysis maintained in the physical plant department, which distributes costs accurately to functions and operations.

i. *Accounting systems*

(1) Records of business offices with respect to cash receipts and disbursements are generally quite complete and well balanced. Careful attention is given to thoroughness in accounting for cash operations.

(2) Because accounting is almost entirely on a cash basis, the actual results of operation of self-supporting enterprises are difficult to determine on a true profit and loss basis. Furthermore, many transactions not really a part of an institution's operations, such as tax withholding and refunds, are included in the statements of income and expenditures.

(3) There is a distinct lack of uniformity in classification of income and expenditures among the different institutions, making comparisons difficult.

(4) The general ledger, an essential part of every good accounting system, is not present or not kept up to date in some institutions.

(5) The classification of accounts generally is poor and not conforming to nationally accepted standards. There is not a clear segregation of funds as to current general, current restricted, student loan funds, endowment funds, and plant funds—the standard classification for colleges and universities. Income and expenditures are not well classified to distinguish between (a) educational and general (b) auxiliary activities (c) other non-educational items, which is the standard classification. Funds on which restrictions have been placed by agencies or persons outside the institution, and which are therefore inviolate, are merged with funds restricted only by the institution itself and therefore subject to change by it.

(6) Mechanical equipment and processes are limited or lacking, with the result that much bookkeeping is done by slow hand process which could be hastened and improved with suitable equipment.

(7) The accounts frequently are poorly arranged for the preparation of financial reports.

(8) As already indicated, budgetary control procedures generally are lacking in the accounting systems.

(9) Failure to follow standard classifications increases the difficulty of preparing statistical reports for such agencies as the U. S. Office of Education.

j. *Financial Reports*

(1) Financial reports prepared by institutions deal almost entirely with receipts and disbursements, and do not show comparisons with budgets.

(2) Institutions do not prepare complete annual reports, but rely on reports prepared by the State Auditing Department.

(3) Financial reports are not uniform as among the various institutions. The summaries prepared by the Board for its biennial report do not present a classification of items that gives an understandable picture of institutional operations.

(4) Statements of income and expenditure are not classified according to the recommendations of the National Committee on Standard Reports, now the nationally accepted standard followed by most colleges and universities. This makes comparisons with institutions in other states difficult.

(5) Balance sheets are not properly subdivided into balanced sections for the different types of funds as recommended by the National Committee.

(6) Institutional statements in some instances do not include all the operations for which the institution is responsible. In some instances certain activities are covered by separate reports, and the operations of these activities are not brought into any fully consolidated institutional report.

(7) In connection with both accounting and reporting, financial officers appear to have relied too much on advice from the State Auditing Department instead of installing the accounts and systems needed for adequate accounting and reporting from the standpoint of the institution.

(8) The Board has failed to act under the authority given it in Section 10 of the 1944 Organization Act to "provide a uniform system of recording and of accounting approved by the State Auditing Department." Again, in Section 8 the Board is given "general supervision of the business methods and arrangement of accounts and records; the organization and the administrative plan of each institution; and all other matters incident to the proper functioning of the institutions." This language indicates that the primary responsibility for accounting systems and fiscal procedures is vested in the Board of Trustees with only the right of veto delegated to the State Auditing Department.

k. *Audits*

(1) Internal audit programs generally are not in operation or not adequately developed.

(2) Independent audits in accordance with the law are conducted only by the State Auditing Department, except in a small number of activities whose funds are handled outside institutional channels.

(3) The audit reports are subject to many of the same criticisms already indicated as to accounting and reporting, but it is believed that the recommended improvement in accounting classifications would result in improved audit reports and thus make the latter more useful to the institutions, the Board, and the State.

1. *Administrative Rules and Business Organization*

(1) Most of the institutions do not have codes or regulations setting forth clearly the responsibilities of various officers, or the rules of procedure. In some instances, existing statements concerning such matters seem not to be carried out in actual operation.

(2) Business officers generally have not issued instructions to departments as to business procedures to be followed.

(3) The organization in most business offices appears inadequate to deal with the business and financial activities involved. This may account in part for the considerable decentralization of such activities which has taken place. On the other hand, costs incurred through such decentralization increase the difficulty of providing an adequate and efficient central office.

(4) In some instances, business officers, who should be on an appropriate year-round salary, are paid additional amounts from summer session budgets.

(5) The title of "Financial Secretary" used for the chief business officer in the various institutions is not truly descriptive of duties and responsibilities and not in keeping with titles generally used. The most common titles are "Business Manager," "Comptroller (Controller)," or "Treasurer." (See Bulletin 13 of Financial Advisory Service, American Council on Education, Washington)

(6) It is unfortunate that business officers are not included in the State Retirement System, while certain other general administrative officers of no greater responsibility are included.

B. FINANCIAL ACCOUNTING PROCEDURE AND BUSINESS METHODS

2. GENERAL RECOMMENDATIONS

Summary

This section of the report contains general recommendations with respect to financial and accounting procedure and business methods and organizations applicable to all institutions. More specific recommendations with respect to individual institutions are found in another section of the report dealing with each institution.

The detailed recommendations presented in this section may be summarized under the following general headings:

A. *Authorization for Expenditures*:

Authority for all expenditures rests in the Board of Trustees and is expressed in the budget of each institution. A uniform plan and form of budget presentation is needed to enable the Board most effectively to carry out this function.

B. *Financial Operation*:

Under this heading is included budget control, internal check on receipts and disbursement, purchasing, control of supplies and fixed property, and accounting records. While these matters are of primary concern to individual institutions, the Board should set minimum standards and provide a means whereby it could be assured that these minimum standards are being followed in all institutions.

C. *Information*:

Institutional officers and the Board of Trustees must have available periodical information on financial operations. This need is supplied through financial reports. General uniformity in such reports is essential if they are to serve the purpose for which they are intended. Nationally accepted standards for uniformity have been developed and should be followed by Mississippi institutions.

D. *Verification*:

The final step in the financial process is represented by the recommended methods of verification or audit which will give assurance to institutional officers, the Board of Trustees, the state administrators and the citizens of Mississippi that all financial transactions have been legally and honestly carried out. Such verification is accomplished in two ways: (1) by the institution through its method of internal check and by the Board through periodical fianancial reports and continuous supervision by its own professional staff, and (2) annually by the State Auditing Department.

Method to Implement these Recommendations.

The following suggestions are offered by means of which the Board may take immediate steps toward the application of the recommendations made herein:

(a) Appropriate action directing the several institutions to submit budgets for 1945-46 as fully as practicable in accordance with model forms presented.

(b) Appropriate action directing institutions to rearrange their accounts as of July 1, 1945 so as to bring them into agreement as fully as practicable with recommendations contained herein, which correspond to the recommendations of the National Committee on Standard Reports.

(c) Appropriate action directing institutions to submit to the Board beginning July 1, 1945 quarterly and annual financial statements corresponding as fully as practicable to model forms presented.

(d) As soon as possible there should be added to the staff of the Board of Trustees an individual with accounting training and an understanding of educational finance to advise and assist the Board and the institutions on budgets, accounting and financial reporting, to advise and check on the adequacy of internal procedures within institutions and prepare consolidated budgets and financial reports for the Board.

aa. *Budgets*

The Board should direct that budgets be prepared and submitted by institutions along substantially uniform lines, and in accordance with the following principles:

(1) The budget of each institution should include all funds and activities and personnel for which the institution is responsible.

(2) While it may be desirable in some instances to present budgets in different sections for different activities, there should be a consolidated summary of all activities.

(3) The general form and arrangement of the budget should harmonize as closely as possible with the form to be used in the classification of accounts and in the financial reports, based on the recommendations of the National Committee on Standard Reports.

(4) Information concerning personnel should be complete, showing present and proposed titles, tenure, present and proposed salaries, and sources of funds in one exhibit.

(Suggested models for budget forms are furnished to the institutions)

bb. *Income*

(1) Fee systems should be studied with a view to general simplification and material reduction in the number of separate fees.

(2) Each institution should be asked to conform as closely as possible to the principle that all educational fees constitute general income for application where needed.

(3) Student fees (not including charges for living expenses) might well be uniform in all institutions.

cc. *Receipts and Banking*

(1) The Board should direct that in every institution all cash receipts for which the institution is responsible should be deposited by departments in the institutional business office or in accordance with its direction, and that all banking arrangements be made entirely by that office in accordance with any Board policies which may be adopted.

(2) The number of bank accounts should be kept as small as possible, and should relate to separate types of funds with respect to origin and restriction rather than to activities.

dd. *Purchasing*

(1) The actual process of securing prices and buying should be carefully studied in each institution and centralized to the fullest extent practicable in the business office.

(2) Purchasing forms and procedures should be revised to conform more closely to practices followed in better organized purchasing departments.

(3) Approval of presidents should apply to requisitions only and should be limited to larger items.

(4) Where stocks of supplies are maintained by one department, such stocks should be made subject to continuous inventory control in every case practicable, and should be available for requisition by other departments. Such stocks should be if possible under the control of the business office or under functional control by it.

ee. *Audit of Disbursements*

(1) Invoices should be certified as follows:

(a) by the party receiving the material that it was received and checked (this may be done by a separate receiving report);

(b) by the head of the department or division if different from (a);

(c) by the business office, which should check material and prices against order, check extensions, and should show on the order or the record thereof that the item is being paid.

(2) Approval of vouchers by presidents should not be required except in unusual items not covered by requisition.

(3) All checks should be prepared and issued by the business office. Presidents should be relieved of the task of signing checks, but should simply sign pay rolls or authorization lists.

ff. *Budget Operation and Control*

(1) Institutions should be required to keep records or files in the business office from which the amount of encumbrances against budget allotments can be determined at any time.

(2) As a general policy, financial provisions for departments should be made only by budget allotment (except in case of funds specified for use by outside sources and in the case of self-supporting auxiliary activities). Unencumbered balances in allotments should lapse at the close of each fiscal year into the institution's unappropriated current surplus.

(3) The accounting system should provide a record of current unappropriated surplus, and business offices should be required to report changes and balances therein to presidents and to the Board at regular intervals.

gg. *Auxiliary Activities*

(1) The system of fees for living expenses should be changed to a system of charges for room, board, and related services, based on cost of such operations.

(2) Auxiliary activities should be charged fully with all costs of operation and maintenance, including reserves for long-time maintenance and replacements to the extent possible after requirements for debt service (if any) are met.

(3) After these charges are met, balances may be merged into the institution's unappropriated surplus, subject to Board action reserving them for other uses.

(4) The operations and records of auxiliary activities should be brought under the control of the business office and included in the institution's regular reports.

hh. *Physical Plant*

(1) There should be a more accurate accounting of plant maintenance expenditures in each institution so as to distinguish it from plant operations and from replacements which are in the nature of capital additions.

(2) The system of inventories of plant assets should be completely revised and put on a current basis, with suitable methods for keeping it in that condition.

(3) Physical plant cost accounting systems should be developed as rapidly as practicable.

ii. *Accounting*

(1) The Board should adopt as a general standard the classification of accounts recommended by the National Committee on Standard Reports as illustrated by model report forms to be supplied, and should require that all institutions rearrange their accounts accordingly by July 1, 1945.

(2) The Board should add to the staff of its central office a person with accounting training and an understanding of educational organizations to advise institutions on their budgeting, accounting, and reporting.

(3) Mechanical equipment to expedite accounting and other business procedures should be added when available to the various business offices on recommendation of the Board's accountant.

jj. *Financial Reports*

(1) Institutional business offices should provide regular information to departments on the condition of their budget allotments or of self-supporting operations, and to presidents on the operation of the entire budget both as to income and expenditures, and current surplus.

(2) Standard forms of quarterly financial reports to the Board should be prescribed for all institutions in accordance with models submitted herein.

(3) Annual reports in comprehensive form should be prepared by institutional business officers and submitted to the Board.

(4) The Board's accountant should consolidate institutional reports into a single annual report covering the Board's complete activities. This annual report should be published and given general distribution. (Suggested models for report forms are included elsewhere in preliminary report.)

kk. *Audits*

(1) The processes of internal check and audit should be improved as rapidly as practicable. The business officers should extend their internal check to the source of receipts, spot check on receipt and disposition of materials, accountability for fixed assets, and other matters.

(2) The accounting officer of the Board should work with the State Auditing Department in all matters pertaining to the installation of accounting systems and should secure its necessary approval on accounting classifications and systems established in the institutions.

ll. *Administrative Rules and Business Organization*

(1) The Board should prepare a set of rules and directives with respect to business policies and procedures established by it.

(2) Each institution should prepare a set of internal regulations relating to all matters of organization, staff relationships, and business procedures.

(3) Each business officer should be asked to make a study of the functions placed upon his office by any policies the Board or his institution may adopt, and advise changes or additions in his organization necessary to carry out these functions properly. Within the limits of financial resources, business offices should be strengthened to make it possible for them to meet additional responsibilities herein proposed. Elimination of duplicate positions by means of centralization will enable colleges to pay better salaries to chief financial officers and hence strengthen these positions.

(4) Consideration should be given to an improvement in the titles of business officers.

(5) Business officers should be given a status generally corresponding to that of educational officers.

mm. *Fiscal Year*

In common with higher educational institutions in many other states, Mississippi institutions encounter difficulties in budget operations due to differences between their academic year and the fiscal year of the state. Academic appointments in institutions of higher education normally run from September 1 to August 31. The fiscal year of the State of Mississippi and of the Federal government is July 1 to June 30.

This difficulty is not an easy one to surmount. If the institution follows the fiscal year beginning September 1, its own internal financial operations are made considerably easier but it is out of harmony with the appropriation and reporting periods of the state government. Institutions receiving Federal funds would find it quite difficult to budget these funds other than on a July 1-June 30 year.

Mississippi state institutions follow the plan of setting up a budget of expense and equipment for a year beginning July 1 and then making a salary budget as to academic salaries for a year beginning September 1. Reports are made as of June 30. This means that salary expenditures in the reports do not harmonize very closely with the budget although other items do conform satisfactorily.

It is of course desirable that the budget and the accounts cover the same fiscal period. Annual academic salaries, even though in twelve monthly instalments, cover services rendered between September 1 and June 30. Hence, the unpaid amount at June 30 of any year is for services already rendered and is a liability as of that date. Only by accounting for this liability in the year to which it relates can there be a proper comparison between the accounts and the budget.

It is recommended that consideration be given to putting the entire operations on a July 1 to June 30 fiscal year basis. This would mean that in the first year of operation of such a plan, funds would have to be provided to cover the accrued liability for salaries due and unpaid at June 30. After that no problem would be presented, since in each succeeding year the operations would be on a twelve-month basis.

nn. *Additional Business and Operating Personnel*

Many of the suggestions made herein, which if followed would undoubtedly result in more efficient operation and better financial control, probably could only be put into effect if additional business and operating personnel can be provided. The first step would be to make a study of the accounting system and other procedures to secure all reasonable simplification and centralization. Consideration should next be given to essential revisions in accounting and other procedures and determining the extent to which additional personnel would be required. This would represent the minimum additions necessary. Consideration should next be given to desirable changes in procedure, such as continuous stock record, spot checking of receipts of money and material, detailed inventory of property, greater centralization of purchasing, and improved cost accounting in the Physical Plant Department, to determine whether the benefits derived from these changes would be such as to warrant additional administrative expense. The extent of such additions would be determined on the basis of the conclusion on this point.

Chapter XIII

PHYSICAL PLANTS

The physical plant of an educational institution is a tool to facilitate an educational program. Other sections of this study are concerned with purposes, scope, functions, and other aspects of higher education. Specific plant recommendations and cost estimates cannot be made in sufficient detail for a plant budget until decisions have been reached by the Board of Trustees regarding some fundamental issues such as the question of establishment of a new comprehensive university center, the moving of Alcorn College, the establishment of terminal-branch institutions for Negroes, the disposition of existing institutions, and the allocation of functions to institutions.

If the Board decides to accomplish the coordination and expansion of Mississippi's program of higher education for white students through the establishment of a new university center at Jackson, a site should be selected suitable for a fifty-year plan of plant development for the different schools, colleges, and services of the university. The minimum initial investment in such a plant is estimated at from ten to twelve million dollars. If the comprehensive university should grow into an institution of five thousand students, a plant to house all the necessary services might be expected to reach a total investment of fifteen million dollars. If a fully accredited medical school and nursing school with complete hospital facilities should be included in the university center, the foregoing estimates should be increased by approximately five million dollars.

If Mississippi continues its university program for white students on five campuses, the initial plant cost will not be as great as the establishment of a new university center. If, however, these five institutions are continued and provided with physical plant facilities as good and as adequate as contemplated by the foregoing estimates for a new university plant, the ultimate plant cost for the same number of students and services will eventually approach the cost of a new comprehensive university plant in a new location.

It is recommended that the Board select a firm of architects for each institution or group of institutions, and that the same firm be retained for all future buildings on a given campus so long as its services are satisfactory. Before any building is erected at any institution, the future scope and functions of the institution should be determined and a long-range campus plan developed as a guide for the location of future structures.

Before working drawings are prepared for any building, a careful study should be made of the functions of the proposed structure. The functional sketch of each building should be prepared by the architect under the direction of the administrative head of the institution and with the advice of the faculty members who are to occupy the building, the building superintendent of the Board of Trustees, the plant specialist of the State Department of Education, and special educational plant consultants if and as needed.

Many of the buildings of the present plants, including some of the last ones constructed, show a disregard for accepted functional and safety standards. Consequently, these buildings are not satisfactory for housing the programs in them and have poorly planned features which constitute hazards to the health and physical safety of the occupants.

The central office of the institutions of higher learning should employ a building supervisor responsible for working with the institutional heads, staff members, and architects in developing plans for new buildings, additions, and alterations. This staff member should also provide consultative services to the superintendents of buildings and grounds in the respective instiutions. Each institution should include in its employ a full-time superintendent of buildings and grounds with a sufficient crew of mechanics, workmen, and custodians to maintain the buildings, grounds, and equipment; and sufficient personnel to maintain high standards of housekeeping in the operation of the plants.

Because of war conditions and inadequate budgets, the institutions have not had an adequate number of employees and materials for the proper maintenance of buildings and grounds. Many of the buildings have suffered damage from leaky roofs and walls, and most of the buildings are suffering accelerated depreciation because of the lack of systematic painting programs. It will require at least $500,000 to restore the present buildings to a good state of repair. An annual maintenance budget, approximately $200,000, will be necessary to keep the plants of the seven institutions in good condition. Major alterations will require additional funds.

Because of insufficient current budgets and war conditions, most of the institutions included in this study are failing to maintain adequate standards of housekeeping and sanitation. The correction of these conditions will remove hazards to health and contribute to the general appearance and educational effectiveness of the institutions.

The Board of Trustees should provide itself with suitable headquarters facilities consisting of a Board room and offices and work rooms for its professional and clerical staff. Possibly it may decide on having its own building comparable in size and functional arrangement to the MEA building in Jackson. Or it may be desirable that such facilities be provided in a state office building also housing the State Board of Education, the State Department of Education, and probably the State Department of Health.

The following plant recommendations and proposed new buildings are based on continuing all the institutions on their present campuses for approximately their present purposes and functions and with some increases in student bodies beyond pre-war (1939-40) enrollments. These plant proposals, however, should be altered if major changes are made in the allocation of institutional functions, and quite different plant proposals will be necessary if a new university center for white students is established and if Alcorn College is moved.

Staff members of the Study Committee have inspected all the principal buildings on all seven campuses. The following pages of this chapter include brief statements regarding each of the major buildings. Following the plant discussion for each institution is a recommended plant program presented in the order of priority. The proposed new buildings and plant improvements for each institution are divided into three groups; imperative, urgent, and needed. The first group should be provided just as soon as labor and materials can be spared from the war effort. The second group should be included in an early postwar building program. The third group should be planned for a future construction program following group two. Following the recommendations for individual institutions is a general recommendation pertaining to all seven institutions.

Inspection reports on sanitary facilities made by the Division of Sanitary Engineering of the Mississippi State Board of Health have been prepared. There are filed in the Board office tables indicating for each building the date and type of construction, and the replacement costs and needed repairs and alterations as estimated by the administrative officers of the respective institutions.

UNIVERSITY OF MISSISSIPPI

Administration Building (*Lyceum Hall*). This old three-unit building is served by two wooden stairways. There are no stair exits from the west ends of the three three-story units. The entire building is in very poor condition. Since the central unit is an original University building, it should be fireproofed and maintained for administrative offices. It is doubtful, however, if it would be advisable to fireproof the two wings of this building. It is suggested that the wings be removed and the central unit restored. The restoration should include complete reconstruction of the interior and provision of a fireproof stairway at each end. If the two side buildings or wings are removed from the Lyceum Building, it will be necessary to erect a new classroom building elsewhere on the campus for the School of Commerce.

Peabody Hall. With much needed repairs, a new roof, and paint, this can be made a good classroom building.

Fulton Chapel. The chapel has 1300 seats and a good stage. The building needs general repairs and paint.

Old Physics and Astronomy Building. This old one-story brick unused building is attached to the Chancellor's residence. It should be removed to provide a site for a future building.

Law Building. This is a good building but needs repainting.

Geology Building. This building is entirely obsolete and should be removed.

"Y" or Old Chapel Building. This building is obsolete and has several bad cracks. It should be removed at some future date. The removal of the Geology and "Y" buildings will open the front campus quadrangle for future expansion.

Old Science Building. This building now houses biology, psychology, and a portion of the junior medical school. The building is obsolete and in very poor condition. It is doubtful if the building is worth reconditioning and fireproofing. A new science building should be included in a building program.

Chemistry and Pharmacy Building. This is a fair building but needs major repairs.

Physics Building. This is a good fire-resistive, two-story building housing laboratories, classrooms, and offices of the Physics Department. This building was well planned and should be used as a standard for future buildings on the University campus.

Medical School and Hospital. This three-story, fire-resistive building houses a twenty-bed hospital and portions of the junior medical school. It was intended for a university and regional hospital and is not well suited as an instructional building. The asphalt tile floor covering is coming loose from the base and will require a complete job of relaying. Although this originally was a good building, it shows signs of poor maintenance.

Graduate Building. This two-story, fire-resistive building consists of three connecting units housing classrooms, offices, and a small auditorium and library. It is a good building, but the floors should be covered with an asphalt tile.

Library Building. This old type "D" structure is obsolete and inadequate, both in stack space and reading rooms. The University should be provided with a new modern library building. The old library building might be used for geology.

Gymnasium. This building contains one large and two small playing floors, and dressing rooms and locker rooms for both men and women. It is quite satisfactory.

Student Union. This is a good building but only half large enough. It should be increased to include the activities now housed in the old "Y" building. Unfortunately, however, its location will make it difficult to increase the Student Union to the required capacity.

Dining Hall. The dining and kitchen facilities are modern, adequate, and quite satisfactory. The main dining room seats 500 students and the cafeteria service will accommodate 800 per hour.

Power Plant. This plant is entirely obsolete and inadequate. The first step of a building program should include a new power plant with service shops and a warehouse unit.

Music Building. This one-story brick building was formerly the hospital. It is entirely inadequate to serve the needs of the University. The music building can be made more satisfactory and more nearly adequate by general repairs and by converting the portion now used for living quarters into studio and practice rooms. Eventually the institution should be provided with a fine arts building.

Practice High School. The University does not maintain a practice elementary school but does operate a six-year junior-senior high school serving the town of Oxford. The original plans for this building were good, but only a portion of the contemplated facilities was erected. Additional units should be added for assembly, physical education, cafeteria, industrial arts, shops, and additional laboratories and classrooms.

Dormitories for Women. Summerville, Barnard, and Isom are connected fire-resistive dormitories. Ward and Ricks are connected. Ward is fire-resistive, but Ricks is not. The Ricks Dormitory should be provided an additional bath on each floor, a fireproof stairway at each end, and should be completely renovated including new floors and roof. The other four dormitories should also be provided fireproof stairways at the ends of the corridors. The buildings all need general repairs, roofs, maintenance, paint, and better lighting units. Asphalt tile floors and acoustical and corridor ceilings would materially improve all these dormitories.

Dormitories for Men. The University of Mississippi has fourteen dormitory buildings for men. Levell and George are independent buildings, and there are four groups of buildings of three each as follows: Group I—Mays, Huddleston, and Garland; Group II—Vardaman, Longstreet, and Hill; Group III—Barr, Falkner, and Howry; Group IV—Odom, LaBauve, and Deupree. All these buildings are three-story, fire-resistive. They are all in fair condition except Group IV, which needs considerable maintenance and renovation, including new asphalt tile floors.

Recommended Plant Program for the University of Mississippi

1. *Imperative*
   (a) Sewage treatment plant.
   (b) New water well.
   (c) New library.
   (d) New power and heating plant and service shops.
2. *Urgent*
   (a) Convert old library building into a biology building.
   (b) Remove wings of Lyceum Building and fireproof and refinish interior of central unit for administrative offices.
   (c) New classroom building to replace space lost by removing wings of Lyceum Building.

3. *Needed*
   - (a) New medical college building (if medical college is continued on Oxford campus).
   - (b) Additional units to complete Oxford High School building.
   - (c) Enlarge Student Union building.
   - (d) New fine arts, dramatics, and music building.

MISSISSIPPI STATE COLLEGE

Administration Building or Lee Hall. This four-story building houses the administrative offices, auditorium with double balcony, and several classrooms. The roof leaks, most of the window shades are out of order, and the building generally is in a poor state of repair. The only boys' toilet in this building is in the basement. The classroom furniture in Lee Hall is outmoded. Because of its obsolete nature, it is doubtful if this building is worth reconstructing and fireproofing. The window tops are two feet below the ceilings, and it would be very difficult, if not impossible, to correct this condition by remodeling. The building, however, probably is too good to abandon immediately, but it should be replaced in a long-range plant program.

Montgomery Hall. The interior of the front portion of this building was reconstructed and fireproofed in 1939. The result was good except that the fenestration is still poor. The rear portion was not fireproofed. There is a 250-capacity lecture room on the third floor and a similar lecture room on the fourth floor in the combustible rear portion of this building. Both of these large lecture rooms are served by a single wooden stairway. It is recommended that connecting exits be provided from the third and fourth floors of the rear combustible portion of Montgomery Hall to the front fireproof portion. This provision will not render the rear portion safe. It also should be fireproofed.

Biology Building. This is a good fire-resistive building except that the two stairways should have been put at opposite ends of the building instead of in the center utilizing a common landing. This building houses the biological science, the State Plant Board offices, the museum, and a 240-capacity lecture room. The college library is on the top floor of the Biology Building, but the available space is entirely inadequate for a library. The space now used by the library is needed for the expansion of biological sciences and museum. The floors should be covered with asphalt tile and the building needs some minor repairs and paint.

Agricultural Engineering Building. This two-story building of mill-type construction has two four-story towers and an unattractive entrance which gives the building a rather absurd architectural appearance. This building does, however, provide floor space for the exhibit of farm machinery, and with major repairs and some alterations may be continued for this purpose. It is not suitable as an instructional building.

Agricultural Building (*Business Education*). This is a fair, fire-resistive classroom building consisting of classrooms, offices, and a small auditorium. The building has cement floors throughout which should be covered with asphalt tile.

Chemistry Building. This building is not modern, but it is a well-constructed, fire-resistive building providing quite satisfactory facilities for chemistry.

Engineering Building. The interior of this building was rebuilt and fireproofed in 1922. It is now in fair condition but needs some repairs. It has only one stairway. The cement floors should be covered with asphalt tile.

Extension and Experiment Station Building. This is a good building used primarily for offices.

Dining Hall and Grill. This plant contains a 1250-capacity dining hall, a grill, private dining room, and food storage and preparation facilities. A new bake unit is needed badly.

Gym. This old metal building is unattractive and entirely lacking in dressing, shower, and locker facilities. State College is badly in need of a modern physical education plant.

Dormitories. The State College dormitory facilities consist of Magruder Hall for women, and the large five-story main dormitory, Hull Hall, and Athletic Dormitory for men. This Athletic Dormitory is a fair building but its maintenance and housekeeping are substandard. Hull Hall is a good dormitory building erected in three independent sections. Magruder Hall is a good dormitory building. The Athletic, Magruder, and Hull dormitories could be made much more attractive and livable by providing asphalt tile floor coverings in corridors and rooms and acoustical fiber board on the corridor ceilings. The Main Dormitory consists of 516 bedrooms designed for two boys each although often used by three. The building was erected in four units which are separated by brick walls. These walls, however, would not function as firestops since they do not extend through the roof according to fire-wall standards. This building was recently reconditioned and provided with some additional fire protection to satisfy emergency housing requirements for the Army training program. The building needs considerable remodeling and further renovation. For safety and better administration it is recommended that two sections be removed from the east side and two from the west side, and that the central sections of the east and west sides be connected by a new unit. This alteration would result in three separate east-west-axis dormitories. The old sections should be provided with fireproof stairways in fireproof stair enclosures.

Other Major Facilities. The stock judging pavilion, the power plant, the hospital, and the YMCA are good buildings for their purposes. Eventually, however, the institution will need a modern student union building to replace the YMCA.

Recommended Plant Program for Mississippi State College

1. *Imperative*
   - (a) Removal of portions of main dormitory and construction of a new central unit so as to convert present dormitory into three separate buildings.
   - (b) New sewage treatment plant.
   - (c) Enlargement of the dairy products building.
   - (d) New bakery.
   - (e) New library.
   - (f) New poultry building.
   - (g) New swine building.
   - (h) New agriculture building.
2. *Urgent*
   - (a) New agricultural engineering building.
   - (b) New science building.
   - (c) New building for health, physical education, and recreation.
3. *Needed*
   - (a) New student union building.
   - (b) Fireproof or replace Lee Hall as an administration and academic building.
   - (c) New auditorium.

MISSISSIPPI STATE COLLEGE FOR WOMEN

Auditorium and Administration Building. Houses administrative offices, 1900-capacity auditorium with good stage, and 250-capacity little theater with small stage. Cracks and leaks should be repaired and stage rewired.

Speech Building. This is the oldest classroom building on the campus and should be maintained for its historical value. First floor recently remodeled for speech rooms and broadcasting studio. The chapel is being restored on the second floor, but there are only two single wooden stairways serving a wood-floor-joist chapel. Two double fireproof stairs should be provided to the chapel on the second floor.

Industrial Hall. This old combustible classroom building is obsolete in every respect and in a very poor state of repair. Only emergency repairs should be made until replaced by new facilities. It is not worth fireproofing because room dimensions and window placement would still be wrong. When this building is razed, the area should be left open to enlarge the campus quadrangle.

Science Building. This old combustible classroom and laboratory building is obsolete and in a very poor state of repair. It is the poorest science building in any of the five white colleges studied. It is not worth fireproofing and modernizing. It should be removed and its site, together with the site of the old Franklin Building, used for the erection of modern science facilities.

Music Hall. The architecture and construction of this building are obsolete, but it does provide fair music facilities consisting of a small auditorium, 8 studios, 2 lecture rooms, 2 laboratories and 54 practice rooms. It needs thorough renovation.

Library. The main reading room seats 200. The total seating capacity of all rooms is 520. With another floor of stacks (which was provided for in plan) and general repairs, this library should serve for several years.

Martin Hall. A good classroom building which also houses bacteriology, home economics, art, and small auditorium. Needs acoustical corridor ceilings, asphalt tile on corridor and laboratory floors, and paint.

Academic Building. A good classroom building, but needs acoustical corridor ceilings, asphalt tile floors throughout, and paint.

Gym. Very satisfactory. Includes two playing floors, dressing rooms, toilets, offices, pool, and storage.

Hospital. This old dining hall building has been converted into a fair college hospital. Has ample facilities, but arrangement necessitates excessive walking distances for the staff.

"Goose". This one-story and basement building serves as the student union. It houses lunch and soda room, offices, and social room. Needs new ceiling and some repairs. A club house is needed on rear of campus, and more social rooms should be provided as dormitories are remodeled.

Dining Hall. In the Shattuck dormitory building. Seats 1100 girls, but not good for banquet room because of 40 columns. Adequate kitchen with good equipment.

Heating Plant. Not very well planned, but has been made into a fair plant with high-pressure steam with tunnels to buildings and blower fed coal. There are three boilers but one old one should be replaced.

Service Buildings. The one-story metal warehouse and the one-story frame shop are too small. Laundry needs additional space, new roof, and some new equipment. There are two very satisfactory two-story practice or home-management houses.

Franklin Dormitory. This old two-story residence-type structure was formerly used as a hospital. It could be used for faculty apartments until the site is needed for a modern building.

Demonstration School. This is a fair, two-story classroom building including ten classrooms, small assembly room, small lunchroom, clinic, office, library, and kindergarten. It has no play room. This building is used for elementary grades only. High school practice teaching is done in the city schools. The building has cement floors throughout. They should be covered with asphalt tile. The south stairway is placed poorly with relation to exits. Corridor ceilings should have acoustical tile. This building needs minor repairs and paint.

Nursery School. This is a good one-story brick structure well planned for its purpose. Unfortunately, the floors will soon have to be replaced because they were not properly vented.

Dormitories. There are eight dormitories exclusive of the old Franklin house. Callaway, Columbus, Hastings, and South Callaway constitute a group of old four-story brick buildings. This group of dormitories and the old Speech Building are connected by combustible corridors. This group of four dormitories has five wood stairs and seven spiral metal-slide "fire escapes." These means of exit are neither adequate nor satisfactory. These buildings constitute a very serious hazard to the safety of their occupants. The only safe means of exit from any building of more than one story is fireproof stairways which are used regularly for entering and leaving the building. It is recommended that this group of four dormitories be provided with five fireproof stairs in fireproof enclosures as follows: (a) between Speech Building and Callaway serving both; (b) between Callaway and Columbus serving both; (c) between Columbus and Hastings serving both; (d) south end of Hastings; and (e) between the south wing of Callaway and South Callaway serving both. This condition should be corrected before the buildings are occupied after the close of the current school year.

Callaway was recently renovated, and the other three dormitories in this group need renovation. Shattuck dormitory is separate from but similar in construction to the group of four. It has two wood stairs, and three outside steel "fire escapes" to the flat roof over the dining room and kitchen. It is recommended that the two corner "fire escapes" be replaced by regular fireproof stairs in fireproof enclosures, and that the central "fire escape" be made more accessible by removing doors to the rooms from which this escape is entered, these rooms to be used for general social rooms instead of bedrooms. The Shattuck building needs general renovating including new wiring, new plumbing, new floors, repairs, and paint. Peyton, Fant, and Reneau are newer fire-resistive dormitories, but their interiors are disappointing. Peyton and Fant are of similar design. Each of these buildings is "T" shaped with double stairs utilizing a common landing in the center of the building. A fireproof stairway should be erected at the end of each of the three wings of each of these dormitories. The Reneau dormitory has a better stairway arrangement. These three dormitories should have asphalt tile floor coverings, acoustical hall ceilings, "warm" paint, and more adequate social rooms.

Recommended Plant Program for Mississippi State College for Women

1. *Imperative*
   (a) Renovation and modernization of dormitories including new fireproof stairways as follows: five in the old group of four dormitories, two in Shattuck, three in Peyton, and three in Fant.

    (b) Additional library stacks.

2. *Urgent*
    (a) New science building.
    (b) New classroom building to replace Industrial Hall.

3. *Needed*
    (a) Warehouse and service shops.
    (b) New high school on new site near campus to serve City of Columbus and to provide high school practice teaching facilities for the college. This would replace Lee High School and it should be provided jointly by the Columbus Special School District and the State of Mississippi.

MISSISSIPPI SOUTHERN COLLEGE

Administration Building. A new two-story building for administrative offices, faculty rooms, and bookstore. Additional office space could be made available by moving bookstore if and when needed. This building represents too great an investment for its usefulness in proportion to the total plant.

Auditorium. 1500 capacity, about half of seats in balcony. Stage rather small for dramatics. With proper maintenance, it will be good for many years.

Band Hall. Basement and one-story brick, now used by State Guard.

Gym. Small one-story brick, intended for Demonstration School only. Dressing rooms very poor, should be kept in better condition, and eventually enlarged for Demonstration School. The college needs a new health and physical education building.

College Hall. This is an old classroom building. The old chapel on third floor has been converted into a fair music layout. The classroom windows are on the north or south instead of the east or west, which is preferred. The toilets are poor, and the equipment in them obsolete. The building is in fair condition but it needs some repairs. Many new window shades are needed on south side. Window shades on the north windows could be removed entirely.

Science Hall. Art is housed in the basement, student activities on first floor, commercial department and home economics on the second floor, and science on the third floor. There is only one stairway in the building, the floors are of cement finish, the exposure is north or south, the halls used as a museum. The entire building should be remodeled for science, museum, and home economics.

Library. There are four 64-capacity reading rooms. The stack room is planned for three floors, only one of which has been equipped. Equipment was moved from the old library and is inadequate. With new equipment and additional stacks, this library would be satisfactory for many years.

Hospital. This is an old two-story brick residence, which needs some repairs.

Home Management Cottage. Only fairly well adapted to its purpose.

Heating Plant. This is a high-pressure steam gas fired system with tunnels to buildings. There are two good boilers and one condemned boiler which should be replaced.

Dining Hall. The dining hall seats approximately 750. The dining room is in fair condition but the kitchen in poor condition. The kitchen needs new equipment, repairs, and paint. It should have a separate hot water system.

Dormitories. Hattiesburg, Forrest, and Mississippi Halls are similar 60-double-room dormitories. Forrest should be reconditioned. The other two dormitories are in fair condition. There are two floors of dormitory rooms (50 double rooms) under the stadium. This was built for boys, but it is used now by Army couples. The stadium-dormitory was probably a good idea, but it was poorly designed and built. It leaks very badly.

Demonstration School. This is a one-story brick building consisting of fifteen classrooms and a multipurpose room. It now houses grades 1-12. It has only one small science room and no shops. High school home economics is taught in an old two-story brick residence, which also houses the nursery school. The nursery-home economics building is not suitable for these purposes. It could be used satisfactorily as a home management house. The main Demonstration School building is in poor condition, especially the toilets. More space is needed for science, homemaking, shops, clinic, conference rooms, and a lunchroom. It is recommended that this building be used for elementary grades only, and that a new high school plant be erected on or near the campus.

Recommended Plant Program for Mississippi Southern

1. *Imperative*
   - (a) Additional library stacks and much library equipment.
   - (b) New building for health, physical education, and recreation.
   - (c) New demonstration high school on or near campus.
2. *Urgent*
   - (a) Arts and dramatics building.
   - (b) Classroom building.
   - (c) Student union building.
3. *Needed*
   - (a) Additional dormitories if enrollment increases materially.

DELTA STATE TEACHERS COLLEGE

Administration Building. This is a good building housing classrooms, laboratories, administrative offices, and a 750-capacity auditorium. The stage, however, is inadequate. The major plant need of this institution is a new science building to house biology, bacteriology, chemistry, physics, home economics, and a museum. This would release the science space in the Administration Building for additional academic classrooms.

Hill Building. This old type "D" (non fire-resistive) building is in good condition. It now accommodates kindergarten and six elementary grade rooms for the practice school, a 300-capacity auditorium with small stage, and inadequate clothing and foods laboratories for the college. Eventually Delta State will need a more modern laboratory school plant. The Hill Building might be used for student activities.

Doolittle Annex. The first floor of this building accommodates biology and the second floor is devoted to music. As soon as other science facilities are available, the first floor of this small building should be used for the expansion of the music department.

Heating plant. This is a good small plant adequate for its present load but it will have to be enlarged as additional buildings are erected. There is one bad crack which should be repaired.

Library. This is a well planned building but it needs additional stack space.

Dining Hall. This dining hall seats 400 students. It has a good kitchen. It is adequate at present but it will have to be enlarged if the institution grows.

Gymnasium. This is a relatively new building with a good playing floor, offices, one classroom, and three small recreation rooms.

Dormitories. Cleveland Hall is a good fire-resistive dormitory for women. All rooms have connecting baths. The Freshmen and Sophomore Dormitory for women is fire-resistive. It needs repairs, paint, and asphalt tile floor covering. Hardee Dormitory for men is an old type "D" structure. It is badly in need of major repairs and paint. Taylor Hall is similar to Hardee but is now used for teachers' rooms, bookstore, and a nursery school.

Recommended Plant Program for Delta State Teachers College

1. *Imperative*
    (a) New science building.
2. *Urgent*
    (a) Additional library stacks and books.
    (b) New demonstration school building and convert present demonstration school building into a student union.
3. *Needed*
    (a) New dormitories for men, and convert Taylor and Hardee into faculty apartments.

Administration Building. This is a good one-and-two-story type "B" building housing the administration offices and guest rooms.

Bowles Hall. This is the principal classroom and laboratory building which also houses a small library. It is a fair structure, but badly in need of paint and minor repairs.

Heating and Power Plant. This building will have to be replaced on another site because it is being undermined by soil erosion.

Oakland Memorial. This building is over 100 years old but structurally sound. The ground floor is now being remodeled for household arts, there are two classrooms each on the second and third floors, and the second-floor auditorium together with its third-floor balcony has a capacity of 800.

Trades Building. This building houses a drawing room and four shops for woodworking, masonry, shoe repairing, and farm. If the institution is continued and the enrollment increases, four additional shops will be needed.

Music Building. This frame structure includes one classroom and five practice rooms, and provides fair housing for the music department.

Dining Hall. This old frame building eventually will have to be replaced with more modern facilities.

Practice School Facilities. The elementary school is a fair one-story brick building of four classrooms and a small assembly room. The 75-pupil practice high school is housed in five classrooms and one laboratory on the ground floor of Academic Hall, the two upper floors of which are devoted to men's dormitory. Better high school practice facilities are urgently needed.

Model Home. This basement and one-story frame structure is not worth maintaining. The household arts department is being moved to Oakland Memorial.

Women's Dormitories. Lanier Hall is a good 53-room building. Harmon Hall is a fair 50-room building. The Harmon building requires some extensive renovation. Trunks should be moved from the halls of both of these dormitories to store rooms.

Men's Dormitories. Dormitories numbers 1, 2, and 3 are over 100 years old but are structurally sound. Each of these dormitories has 8 rooms with two double-deck beds each. Belles Lettres Hall is similar to the other old dormitories except that it has 12 rooms. These four old structures are in very poor condition but seem to be worth modernizing for dormitories or for faculty apartments. Academic Hall has twenty-four double bedrooms in addition to improvised high school facilities. It is in need of major repairs. Mississippi Hall is another men's dormitory which is now vacant and being repaired.

Other Buildings. The college has the following service buildings: a frame laundry shack with fair equipment, a fair two-story 39-bed frame hospital, a 10-room frame home for the president, a fair frame cannery with good equipment, a new dairy barn, and a few obsolete farm buildings.

Recommended Plant Program for Alcorn College

If the four-year land-grant college for Negroes is continued at its present location, the following plant additions and improvements should be provided:

1. *Imperative*
    - (a) New building for health, physical education, and recreation.
    - (b) New heating and power plant and water system.
    - (c) New farm buildings.
2. *Urgent*
    - (a) New library building.
    - (b) Demonstration high school building.
3. *Needed*
    - (a) Annex to the Trade Building.
    - (b) New Dining Hall.
    - (c) Improved household arts facilities and practice home.

JACKSON COLLEGE

Paul Johnson Hall of Social Science. This is a new modern structure with six good classrooms, and space for a good library, but the room intended for the main reading room is now used for an auditorium.

Science Building. This is an old one-room brick building formerly used as a laundry. It has no possibilities and should be replaced.

Health Center. This is a new modern 23-bed hospital and clinic, but has never had more than six bed patients at one time. If it is not to be used as a community hospital as well as for the college, at least one of the wards could be used as a health classroom.

Shop Building. The old shop building has no possibilities, but a new four-room arts and crafts building is nearing completion.

Practice School. This is a fair four-room building used for grades 1-8. It needs minor repairs.

Women's Dormitory. Barrett Hall has 60 double bedrooms and a 200 capacity dining hall. There are now several improvised classrooms on the first floor of this dormitory. The building needs repairing and painting.

Men's Dormitory. Ayer Hall has 40 double rooms, several of which are now being used as improvised classrooms. The nursery school and college store are in the basement of the dormitory. The building should be repaired and painted.

Other Buildings. The college has a new home for the president and a mere shack of a barn.

Recommended Plant Program for Jackson College

If this institution is continued for its present purposes and if the enrollment should increase as anticipated, the following additional buildings will be needed:

1. *Imperative*
   - (a) New science and classroom building, which will make it possible to use the new library building for the purpose intended.
2. *Urgent*
   - (a) Farm and shop buildings.
3. *Needed*
   - (a) Additional dormitories.
   - (b) New building for auditorium, music, and fine arts.

GENERAL FOR ALL INSTITUTIONS

RECOMMENDED PLANT PROGRAM

1. *Imperative*

   General repairs and alterations necessary for the protection of life and health and for the preservation of property, such as:
   - (a) Fireproof stairways in combustible buildings that are to be continued in service.
   - (b) Repair of sanitary facilities.
   - (c) Install modern lighting fixtures, and rewire where necessary.
   - (d) Interior painting and repair or replacement of window shades to provide more adequate light.
   - (e) Repairs to leaky roofs and walls and exterior painting to prevent further deterioration.
2. *Urgent*

   To make present plants more livable, usable and attractive, such as:
   - (a) Asphalt tile on concrete corridor floors.
   - (b) Asphalt tile or other suitable floor coverings on concrete classroom, laboratory, and dormitory floors.
   - (c) Acoustical fiber board ceilings in corridors.
   - (d) Replace badly broken plastered room ceilings with fiber board.
   - (e) Repair or replace heating equipment, steam lines, and radiators so that all buildings can be heated effectively and economically.
   - (f) Grade, drain and landscape grounds.
   - (g) Replace wornout and obsolete furniture and equipment.

SUMMARY OF COLLEGE INSTRUCTION ROOMS

Building	Type* of construction	Stories	Number of Class and Lecture Rooms	Number of Laboratories and Shops	Total
Ole Miss					
Administration	D	3	12	5	17
Peabody	C	3	11	2	13
Law	B	2	4		4
Geology	D	3	2		2
Old Science	D	4	7	8	15
Chemistry	B	3	6	13	19
Physics	B	2	5	4	9
Graduate	B	2	19		19
Medical	B	2		4	4
Total			66	36	102
State					
Lee	D	4	27		27
Montgomery	B & D	3	22	5	27
Biology	B	3	4	6	10
Agricultural Engineering	D	2		6	6
Business Education	B	3	21		21
Chemistry	B	4	3	11	14
Engineering	B	3	26	14	40
Total			103	42	145
M S C W					
Speech	D	2	6		6
Industrial	D	3	45		45
Science	D	3	7	11	18
Music	D	3	2	2	4
Martin	B	3	9	16	25
Academic	B	2	22		22
Total			91	29	120
Southern					
College Hall	B	3	22		22
Science	B	3	6	10	16
Total			28	10	38

Building	Type* of construction	Stories	Class and Lecture Rooms	Number of Laboratories and Shops	Total
Delta					
Administration	B	3	10	5	15
Hill	D	2		2	2
Doolittle	B	2	2	2	4
Total			12	9	21
Alcorn					
Oakland	D	3	7	2	9
Bowles	B	3	15	10	25
Music	E	1	1		1
Trades	D	1		5	5
Total			23	17	40
Jackson					
Paul Johnson	B	1	6		6
Science	D	1		1	1
Arts & Crafts	D	1		4	4
Total			6	5	11

SUMMARY OF ON-CAMPUS DEMONSTRATION SCHOOL FACILITIES

Ole Miss					
High School (7-12)	B	2	11	3	14
State	none	0	0	0	0
M S C W					
Demonstration School (K-6)	B	2	10		10
Nursery School	D	1	4		4
Southern					
Demonstration School (1-12)	D	1	15		15
Residence	D	2	1	2	3
Delta					
Hill (K-6)	D	2	7		7
Alcorn					
Practice (1-8)	D	1	4		4
Academic (9-12)	B	3	5	1	6
Jackson					
Practice (1-8)	D	1	4		4

SUMMARY OF DORMITORIES

Name of Dormitory	Type* of Construction	Stories	Capacity for Men	Capacity for Women
Ole Miss				
Summerville	B	3		98
Barnard	B	3		98
Isom	B	3		76
Ward	B	3		72
Ricks	D	3		70
Mays	B	3	84	
Hudleston	B	3	70	
Garland	B	3	84	
Vardaman	B	3	60	
Longstreet	B	3	60	
Hill	B	3	60	
Barr	B	3	60	
Falkner	B	3	60	
Howry	B	3	60	
Levell	B	3	72	
George	B	3	60	
Odom	B	3	60	
LaBauve	B	3	60	
Deupree	B	3	60	
Total			910	414
State				
Main Dormitory	D	5	1032	
Hull, A, B, & C	B	3	368	
Athletic Dormitory	B	3	172	
Magruder	B	3		126
Total			1572	126
M S C W				
Callaway	D	4		134
Columbus	D	4		83
Hastings	D	4		97
South Callaway	D	4		40
Peyton	B	3		190
Fant	B	3		196
Reneau	B	4		130
Shattuck	D	4		190
Franklin	D	2		40
Total				1100

Name of Dormitory	Type* of Construction	Stories	Capacity for	
			Men	Women
Southern				
Hattiesburg Hall	B	3		120
Mississippi Hall	B	3		120
Forrest Hall	B	3	120	
Stadium Dormitory	B	2	100	
Total			220	240
Delta				
Cleveland Hall	B	3		104
Freshmen & Sophomore	B	3		88
Hardee	D	3	80	
Total			80	192
Alcorn				
Numbers 1, 2, & 3	D	2	96	
Belles Lettres	D	2	24	
Academic	B	3	48	
Mississippi	D	3	66	
Harmon	B	2		100
Lanier	B	2		114
Total			234	214
Jackson				
Ayer	D	2	80	
Barrett	D	3		120

**Type of Construction*

A — All fireproof
B——Fireproof basic construction, but with wood doors, wood trim, and floor coverings (standard).
C — Masonry outside walls and fireproof corridors and stairs, otherwise combustible.
D — Masonry outside walls, but combustible interior construction including wooden stairways. (Only suitable for one-story public buildings and small two-story residences)
E — All frame or brick veneer on frame.

BEST AND POOREST PLANT FACILITIES

The Study Committee presents the following tabulation to indicate the best and the poorest plant facilities of each type in the five institutions for white students. Even some of the facilities listed as "best" are sub-standard. In each case the facility is evaluated in light of the need of the respective institution for its present purpose and normal enrollment. Some facilities, such as stadium and demonstration schools, have been omitted from this tabulation because the needs of the different institutions for such facilities are not comparable.

Facility	*Best*	*Poorest*
Classroom Building	Delta (Adm. Bldg.)	MSCW (Indus. Hall)
Science Building	Ole Miss (Physics)	MSCW
Physical Edu. Bldg.	Ole Miss	State
Administration Offices	Southern	Ole Miss
Library	Delta	State
Home Economics	MSCW	State
Music Building	Ole Miss	State
Hospital	Ole Miss	Delta
Auditorium	MSCW	State
Dining & Kitchen	State	Southern
Men's Dorms	Ole Miss	State
Women's Dorms	Delta (Jr.-Sr.)	MSCW
Student Activities	Ole Miss	Delta
Heating Plant	State & Delta	Ole Miss
Campus Plan	Delta	MSCW
Landscaping	MSCW	State
Building Maintenance	MSCW	Ole Miss

ESTIMATED PROBABLE COSTS

(Based on continuing all the present institutions)

Institution	*Imperative*	*Urgent*	*Needed*	*Total*
Ole Miss	$1,000,000	$500,000	$750,000	$2,250,000
Miss. State	1,000,000	750,000	750,000	2,500,000
M.S.C.W.	250,000	500,000	500,000	1,250,000
Southern	500,000	500,000	250,000	1,250,000
Delta State	250,000	250,000	250,000	750,000
Alcorn	200,000	200,000	100,000	500,000
Jackson	200,000	50,000	250,000	500,000
Total	$3,400,000	$2,750,000	$2,850,000	$9,000,000
Total for repairs at all institutions[1]	500,000			500,000
	$3,900,000			$9,500,000

---

[1] This is imperative to prevent accelerated plant depreciation and further loss of the state's plant investment.

IN CONCLUSION

It should be restated and emphasized that the foregoing plant recommendations and suggested costs are based on continuing all seven institutions on their present campuses for substantially their present functions, without prejudice for other proposals contained in this report. It is imperative that the Board reach an early decision as to the moving of institutions and the allocation of functions as a basis for developing a specific plant program for each institution.

Chapter XIV

THE DEVELOPMENT OF NEGRO EDUCATION

THE PRESENT STATUS OF NEGRO EDUCATION IN MISSISSIPPI

Slightly less than one-half of the 2,180,705 people in Mississippi are Negroes. They are served by ten small colleges, five four-year colleges, and five two-year colleges. Of these ten, only two, Alcorn College and Jackson College, are publicly supported. Both of these are four-year, degree-granting institutions. There are three private four-year colleges granting degrees. They are Mississippi Industrial Institute, Rust College and Tougaloo College. The first two are located in Marshall County, while Tougaloo is located in Hinds County.

This study is concerned mainly with the two four-year publicly supported colleges, Alcorn Agricultural and Mechanical College and Jackson College. It should be pointed out, however, that no true picture of higher education for Negroes in Mississippi can be obtained unless the privately supported colleges are taken into consideration. Therefore, following the description of the present status of Alcorn and Jackson College, a brief statement is made concerning them.

STATUS OF ALCORN COLLEGE

Alcorn College, located in Claiborne County, practically on the line separating Claiborne and Jefferson Counties, almost in the southwest corner of the State, is the Mississippi land-grant college for Negroes. Its history goes back to a white Presbyterian school for boys which flourished before the Civil War. It was purchased by the State of Mississippi in 1871 and converted into a Negro College in general conformity with the idea that the State had obligations for the higher education of its Negro population. In 1878, Alcorn College became the Agricultural and Mechanical College for Negroes.

The State of Mississippi owns the plant and equipment of Alcorn which is variously estimated to be worth from $600,000 to $900,000, and approximately 900 acres of land surrounding the school plant. There is on file in the Board's office an inventory prepared by the Study Staff of the buildings and other equipment. Since related information is available in detail also in the chapter on physical plants, it is not necessary to give a detailed description of Alcorn's plant. It should be noted here, however, that most of the buildings are old, and, as often happens when the plant is old, they are not suited to the purposes of the college. Of the principal buildings seven were erected more than one hundred years ago. Only five were erected since 1928; four in 1929, and one, Ranier Hall, a women's dormitory, was erected in 1939. Two of the men's dormitories are in a very poor state of repair. Thus, only a few of the buildings are well suited to the college needs.

The location of a college should be conducive to the attainment of the college's purposes. Probably one of the most serious problems of Alcorn College in its present status is the unsuitability of the land for the realization of the agricultural and mechanical college function, and its inaccessibility. It should be reiterated that when established in 1871, Alcorn was not a land-grant college. It was made that in 1878. The purpose of the Morrell Act, 1862, was to establish colleges entirely different from the usual academic institutions in existence at the time. One of the main functions of the land-grant colleges is to furnish specific scientific training in agricultural and mechanical arts. For that reason an agricultural and mechanical college needs, first of all, a sufficient amount of land which enables it to achieve its function. Dr. Clarence Dorman, of Mississippi College, estimates that only approximately 200 acres of the 900 acres owned by Alcorn College are suitable for the type of farming necessary to the achievement of the function of an agricultural and mechanical college.

In other words, as far as availability of cultivable land is concerned, Alcorn College does not meet the requirement of an effective land-grant college. Furthermore, the location is in a rolling section which makes it difficult to purchase additional land which could be utilized to achieve the main objectives of the college program. This is a very important point for the Board of Trustees and others responsible for the higher education of Negroes to keep in mind in deciding whether or not Alcorn College should be retained in its present location.

It is the opinion of the Study Staff that Alcorn has not heretofore been organized strictly in conformity with the intent of the Legislature when it was converted into an A. & M. College in 1878. Rather, it has developed principally a liberal arts curriculum; major emphasis has not been placed upon the mechanical and agricultural arts. It has continued to develop as a liberal arts college in accordance with the pattern set in 1871, rather than the redirection attempted in 1878.

This opinion is supported by people trained in the field of agriculture who have visited the college. An over-all picture of the farming operation does not make a favorable impression. One would expect to see at Alcorn effectively developed farming enterprises of various sorts, including pure-bred herds of cattle, swine, poultry, and the like. On the contrary, one has to search rather diligently to find evidence of attention given to the agricultural and mechanical arts. There are some exceptions to this general picture, but there is no evidence of superior farming taught at Alcorn or practiced on the surrounding farms.

In fairness to the Negroes, and to past administrations of the college, it should be recalled that the county in which Alcorn College is located is not particularly adapted to these purposes. It should also be pointed out, however, that Alcorn was until very recently the only publicly-supported college for Negroes in the State, and for that reason had to serve all the apparent and real needs of higher education of Negroes in Mississippi.

A careful study of the organizational plan and the departmental registration of its students will serve to verify the conclusion that major emphasis has not been placed on the agricultural and mechanical college program. For example, for the session 1941-1942, 272 students were enrolled in arts and sciences, only 112 were enrolled in agriculture, and 62 were enrolled in mechanic arts.

One of the striking facts is that there has been a great deal of "in-breeding" at Alcorn; that is, a large proportion of the staff has been trained at the college. This may be due to several factors; first, it is the nature of some colleges to employ their own graduates whenever possible, which, in our opinion, is a wrong policy to follow; second, the salary schedule at Alcorn College is not such as to attract well qualified competent people from other regions and institutions; and third, it has been difficult during the last few decades for the South to train a sufficient number of Negroes to qualify for positions in first-rate institutions. This is not only the fault of the Negro administrators of the college, but due also to neglect on the part of those responsible for the education of Negroes. This "in-breeding" is one of the most frequent criticisms by alumni of Alcorn. No institution is stronger than its staff. Alcorn needs, more than anything else, a faculty capable of translating its purposes into an action program to meet the needs of the Negroes of Mississippi.

While the student body should be drawn from every section of Mississippi, the accompanying map number 1 shows that such is not the case. This is probably due to several conditions: first, the location of the college at a distance from the center of Mississippi's Negro population which according to the census of 1940, is in Holmes county, some 135 miles from Alcorn; second, transportation facilities to and from the college are exceedingly difficult; and third, Alcorn College has been regarded as more or less a local institution and not a statewide land-grant college. In 1941-1942, there were only six counties contributing twenty or more students to Alcorn, twelve counties contributed only one each, and apparently twenty counties that sent no students to Alcorn.

The cost of attending Alcorn College may be another factor affecting the student body. The average annual cost to the student is $200. While this appears to be moderate, it is a deterrent to a large enrollment. It is difficult for the average Negro youth to find $200 per year, or from $800-$1000 for four years, to attend college, and the facilities in and around Alcorn College are not such as to make it easy for underprivileged boys and girls to earn their way through college.

Probably the most glaring fact relating to the student enrollment at Alcorn College is the small number of Mississippi Negro youth who can take advantage of the opportunities offered by the school. Only from 400 to 600 regular students have enrolled at Alcorn College annually during the past ten years. There were only 190 regular students enrolled at the date of this writing. Yet Alcorn is one of the only two publicly-supported Negro colleges in Mississippi, and is the land-grant college and state university for Negroes. It is apparent even to the casual observer, then, that Alcorn is serving a very small proportion of Negroes of the State. There are 82 counties in Mississippi. Only 53 students finished the four-year course in May, 1941. Even if Alcorn College had a graduating class of 100 students each year, this would mean that, on the average, fewer than two college graduates could be returned to each county. It should be remembered that many graduates of Alcorn College do not go back into the life of the communities from which they came, but are siphoned into industrial centers. The main point is that Alcorn College has not been a very potent factor in improving the life of the Negro in Mississippi, certainly not in numbers. Yet it should not be inferred that there are no able Negro graduates of Alcorn making contributions to the life of Mississippi. On the contrary, Alcorn graduates are definitely contributing to the state's welfare, but there are far too few of them.

Alcorn has, particularly during the last few years, placed too little emphasis on the attainment of the purposes for which it was reorganized in 1878, and has not achieved its potentialities. It is much easier to see faults than virtues, and in order not to give a complete negative impression of Alcorn in its present state, it should be added that, according to prominent Mississippians, Alcorn has in many instances served the state well. It should also be remembered that Alcorn has operated on small budgets, as compared to the usual agricultural and mechanical college. This has made it difficult for the college to attract and employ highly qualified staff members. It should be pointed out, too, that because until fairly recent times, there have been a relatively small number of first-rate Negro institutions of higher learning, anywhere, nearly all Negro colleges in the South have had the tendency to imitate the traditional pattern of white colleges. There has been too much of a non-realistic feeling that the purpose of a college education has been to prepare youth for white-collar jobs. For that reason the emphasis has been placed upon theoretical and academic subjects rather than the practical scientific training. That is why there has been a tendency on the part of Negro colleges, including land-grant colleges, to teach the classical and romance languages, history and theoretical science in lieu of developing programs more practically related to the needs of the people.

It is a paradox to find a land-grant college in a rural, agricultural state giving major emphasis to the so-called liberal arts. We know that 83 per cent of the Negro population of Mississippi is rural, that the livelihood of this huge mass comes from the soil, that the economic level of living is substandard, that great emphasis needs to be placed upon health, sanitation, scientific agriculture, horticulture, the domestic arts, mechanized farming, scientific animal and plant breeding, and the learning of skills which actually prepare people to make a living. The president of a southern Negro college has contributed to this study the thought that it is the purpose of a land-grant college to serve at the point of greatest need. In Mississippi the point of greatest need is the large mass of rural Negroes.

In order not to be misunderstood, let it be said here that the Study Staff does not advocate that no liberal arts education be provided at Alcorn. On the contrary, the staff recognizes that Alcorn must not be only the land-grant college but the state university for Negroes as well.

As will be shown, Alcorn should make provision for the liberal arts for a limited number of students who need that type of training to fulfill the opportunities available in the professions and other occupations which require liberal arts education. Yet if it is to serve the Negro population of the State at the point of greatest need, it will give emphasis to land-grant college education.

It should be easier in a way for Negro colleges than for white colleges to adapt the instructional program to the practical needs of life. Negro colleges should be less bound by tradition and less likely to be pushed around by pressure groups which emphasize the so-called cultural aspects of education.

Little research has been done at Alcorn College. Moreover, its location and program have not been conducive to making it a service center for the Negroes of the state. The Negro county agents and other service personnel are not tied in to Alcorn's program as they should be. Because of its location, and possibly because of no definite policy in connection with the program of the Mississippi Experiment Station, Alcorn has not utilized sufficiently the researches which have taken place in Mississippi. The strongest criticism of Alcorn along these lines has come from the college itself:

> "Then followed a ten-year period of more or less vacillating policies characterized by an effort to make the record show a positive determination to give agriculture and the mechanic arts, and such, the first place on the institution's program, while by every act and deed they were in very truth pushed safely into the background."

STATUS OF JACKSON COLLEGE

Jackson College was founded by the American Home Mission Society in 1877 in Natchez, Mississippi. It was moved to Jackson in 1882.

The College was moved to its present location in southwest Jackson in 1902.

Jackson College became a four-year degree-granting publicly-supported institution in 1940 specifically chartered to prepare teachers for the rural elementary schools of Mississippi. Grants to Jackson College as a state institution were made by the Julius Rosenwald Fund and the General Education Board of New York.

As far as can be determined, Jackson College with its limited facilities is achieving its stated function. Its instructional program seems to be developing in keeping with its purpose. Its students are required to teach in rural schools while in training and to prepare themselves through first-hand experience for responsibilities as rural leaders. During the fall of 1944, Jackson College had a larger enrollment than Alcorn, no doubt because of wartime conditions, since Alcorn attracted a large number of young men in pre-war days. Because of its central location, Jackson tends to attract more summer school students than Alcorn.

In addition to its central location, Jackson has the added summer-school advantage of serving teachers exclusively, since teachers attend summer schools in larger proportion than do other groups.

At the present time, the college employs 24 regular and part-time instructors. It has presented a justifiable recommendation of need in its report to the Director of the Study, which is filed in the Board of Trustees office.

As was the case with Alcorn College, Jackson was not originally designed to serve the purpose it now has. Its physical facilities were not developed for the practical purpose of training rural elementary teachers. It would have been preferable for the State of Mississippi to have purchased land in a strictly rural environment and to have developed a teacher-education institution from the beginning. Under another section, proposals are submitted for the reorganization of higher education of Negroes. Should Alcorn be re-located and re-established, and Jackson College become absorbed in the new college as a division of teacher education, its present functions should be retained and enlarged. The new organization would call for a total program of teacher education for the state, with main emphasis on the preparation of teachers to serve the 83 per cent of Mississippi's Negro population which is rural.

Should Jackson College be retained as an exclusively elementary, rural teacher-education institution, the institution should be expanded as rapidly as possible on its present location. Facilities and staff should be added to permit an immediate enrollment of from 500 to 800 students. It is estimated that Mississippi will need several hundred specially trained Negro teachers for its rural schools for the next few decades. The present trend of the college program should be continued.

Jackson College has dormitory facilities for 42 men and 105 women. It enrolled in 1941 39 men and 80 women; in 1943 the enrollment was 5 men and 73 women; in September, 1944, there were 235 college students enrolled. During the three sessions of the 1944 summer school, Jackson College enrolled 1,056 students. It confers only one degree, a four-year degree in education.

STATUS OF NEGRO PRIVATE INSTITUTIONS OF HIGHER LEARNING

Mississippi is served by seven privately supported Negro colleges. Three of these are four-year and four are two-year colleges. Facts abstracted from the survey made by the Mississippi Committee on Postwar Education give enough general information to show their present status in terms of enrollment and courses offered. No attempt was made to evaluate the quality of work attempted. These data are on file in the Board of Trustees' office.

Certainly these colleges have served and do serve a good purpose. They are located in strategic centers and have provided limited college opportunities to Negro youth in addition to the limited opportunities afforded in the two publicly supported colleges. They will no doubt continue to supplement the facilities provided for in the public colleges.

Often private colleges can provide needed training in areas not possible in public institutions. Religious training is an example.

THE NEED FOR THE HIGHER EDUCATION OF NEGROES IN MISSISSIPPI

In 1940, 9.8 per cent of the American population was Negro. In the same year 1,074,578, or approximately 49 per cent, of the population of Mississippi were Negroes. The distribution by counties of whites and Negroes is shown on map number 2. Both races have a stake in the welfare and advance of the Negroes. A prominent Mississippian has said, "A modern state cannot hope to achieve its true destiny with one-half of its people educated and trained and the other half neglected and left in ignorance and superstition."

To improve the quality and economic status of the Negro population generally requires the improving of the whole Negro educational system. While this study is concerned mainly with the higher education of Negroes, it should be pointed out emphatically that one level of education cannot be isolated and improved without taking into consideration the other levels. Education is a continuous process. For purposes of administration and instruction education is divided into elementary, secondary, and college levels. But it should be considered as a unified continuous process with the general object of improving the quality of life of individuals and groups—physically, mentally, and morally.

Those charged with the responsibility of education must consider always the long-term effects of education as it operates at all levels and with all groups.

In this study, therefore, higher education is not considered as an isolated level but as the final level of formal education which the State of Mississippi should provide for its Negro population.

In the formulation of a statement of need for higher education, it is desirable to get an over-all picture of the educational status of Negroes in Mississippi. In 1940 there were living in Mississippi 487,575 Negroes who were 25 years or more of age. Of this group the following facts are known:

Elementary School Levels
- 57,214, or 12 per cent, had not completed as much as one year in school
- 198,887, or 42 per cent, had completed from 1 to 4 years in school only
- 117,751, or 24 per cent, had completed from 5 to 6 years in school only
- 72,157, or 15 per cent, had completed from 7 to 8 years in school only

High School Levels
- 21,521, or 4 per cent, had completed from 1 to 3 years in high school
- 7,764, or 1.6 per cent, had completed 4 years of high school

College Levels
- 2,976, or .6 per cent, had completed 1 to 3 years of college
- 1,665, or .3 per cent, had completed 4 years or more of college

There were in 1944 approximately 425 Negro students enrolled in Mississippi's two publicly-supported colleges, 145 or more Mississippi Negro youth were enrolled in out-of-state colleges and some 600 enrolled in Mississippi's privately supported colleges. It should be noted how many of Mississippi's Negro high-school graduates go to out-of-state institutions. Many who go to college outside the state never return.

In 1939, the State of Mississippi employed 5,930 Negro teachers, and needed 500 more.

It is apparent that if Negro life is to be upgraded, and if the Negro is to become a more productive factor in the life of the state, he needs additional training at all levels. If there were no other needs for higher education of Negroes in Mississippi—and there are other dire needs—the state would face a serious problem in providing colleges for the proper preparation of Negro teachers.

The following tabulation shows the educational status of the Negro teachers in nine typical counties. The data cover a good cross section of the educational status of Negro teachers in the state, and reveal a pressing need for better prepared teachers. The tabulation is for the year 1939.

	Number	*Per Cent*
Four-year college graduates	47	5
Three years college	27	2.8
Two years college	35	3.6
One year college	141	14.8
Four-year high-school graduate	216	22.7
Three-year high-school training	297	31
Two-year high-school training	78	8.2
One-year high-school training	42	4.4
Eighth grade	35	3.6
Seventh grade	19	2
Sixth grade	4	
Fifth grade	2	
Fourth grade	1	
Third grade	1	
	947	

The situation is worse in 1945 because many Negro teachers have gone into the armed forces, war work and other lines of employment.

Mississippi, of course, needs college-trained people for purposes other than teaching. Trained leaders are needed in every line of endeavor in which the Negro engages. In considering the needs of trained leadership, it should never be forgotten that Mississippi is primarily a rural state, one of the greatest agricultural states of the country. More than 80 per cent of the state's population is classified as rural. As stated, nearly 900,000, or 83 per cent, of the Negroes in Mississippi are classified as rural-farm or rural-nonfarm. This fact is very significant in planning education for Negroes. It cannot be overlooked that in Mississippi higher education owes its primary and most serious responsibility for Negro education to the 83 per cent of the Negro population who are rural and not urban.

It is to a sound, effective system of higher education for Negroes that the people of Mississippi must look for the attitudes, the leadership, the training, and the specific skills that will make of the Negro a more productive factor in the life of the state. There is need for trained Negro leaders in all lines of endeavor to work toward improving the conditions of the personal, home, and community life of the Negroes of the state. It is conceived that the Negro colleges must assume increasing importance in, and responsibility for, helping the Negro population, in ways necessary to enable them to translate existing resources and information into happy and improved living for themselves. There is need for higher education to see its responsibility for assisting a predominantly rural and agricultural people, living at a low economic level, striving to keep pace with an advancing mechanized civilization, to cope with the problems of living. There is need for an expanding program of higher education for Negroes which will have a dual purpose: first, to guide and direct the physical, mental, social, spiritual, and emotional growth of the Negro youth of Mississippi who are destined to be leaders in the Negro community; second, to play an immediate and direct part in improving Negro life in the state. Graduates should go back into the Negro communities to serve as leaders; to this end the program of higher education should be so organized and directed that it can and will serve directly pressing needs in many areas of life.

Later a more detailed statement is given which outlines a framework of functions for the Negro colleges of the state. In this statement of needs, however, it should be made clear that Mississippi has a shortage of trained Negro leadership in all its vital areas. The state needs more college-trained Negroes who will become its doctors, dentists, nurses, teachers, and other professional leaders. But even more important, the state needs technically trained Negroes who can lead the 83 per cent of the Negro population who are rural into becoming more productive, more resourceful, and more healthy.

Particularly and immediately, Mississippi needs Negro leaders and teachers who will assume more responsibility for up-grading the Negro schools of Mississippi and thus bring up the general level of rural life. There are approximately 1,500 Negro public schools in Mississippi housed in churches, tenant buildings, and other substandard buildings, and taught by incompetent teachers. Improvement in the higher education of Negroes in Mississippi must go hand in hand with development of the system of lower schools. It cannot be emphasized too much or too often that Mississippi's greatest immediate educational need is first, a better trained rural teacher—second, a better trained rural leader in other fields.

SUGGESTED FUNCTIONS OF HIGHER EDUCATION FOR NEGROES IN MISSISSIPPI

Clarity of purpose is the first step the Negro colleges of Mississippi must achieve if they are to improve and to serve the state most effectively. Probably one of the most important contributions this study can make is to assist these institutions in this. Each Negro college must understand clearly the general function of higher education in Mississippi and its specific functions.

One sentence gives, in very general terms, the purpose of a college: "The broad purpose of higher education is to help set the goals for which society strives, and to do its part to accelerate the movement toward those goals, by providing the best opportunity for development to its most capable men and women." But a general statement is not enough. The individual institution must clearly define what it proposes specifically to do to provide the best opportunity for development of the most capable men and women. Obviously, a college can serve directly only a limited number, but it is through that number that the college can achieve its larger goals for the general population.

To set up purposes is not enough. It is true that a philosophy must be accepted in order that direction will be given the educational program. But education must be in harmony with, and closely related to the society in which the individual lives. An educational institution must determine, define, and harmonize its aims, and these aims must be in proper relation to the society in which the institution operates. It must be realized that improving an educational institution is not solely a matter of changing courses, using new instructional materials, and adding new physical facilities. One of the major considerations in the improvement of an educational institution is the problem of improving the staff. Functions cannot be separated from the abilities, the beliefs, and the training of the teaching staff of the institution. To put it another way, the needs of the state, the problem of a staff competent to develop the functions to fruitful realization, and the needs of the students cannot be separated from the problem of determining the functions of an institution.

FUNCTIONS OF ALCORN COLLEGE

What are the purposes of the institution in its relations to the needs of the state? The answer to this question had to be sought before a single intelligent recommendation could be made. Therefore, the first task undertaken was to find as accurately as possible the purposes of Alcorn College. The statement of functions here given is based upon studies made of the functions of a land-grant college and more particularly of the functions of a Negro land-grant college. In preparing a statement of functions for Alcorn College, consideration was given to the fact that in addition to being the land-grant college, Alcorn also serves as the chief general Negro college of the state.

This statement of functions will not be accepted in its entirety by all groups. Yet it does represent a conscientious effort to propose definite, clear aims around which Alcorn College can organize a program of greater service to Mississippi.

The land-grant act of July 2, 1862, the first Morrill Act for the benefit of agriculture and the mechanical arts, authorized the establishment of the land-grant colleges. The act granted Federal land to each state "for the endowment and maintenance of at least one college where the leading objective shall be without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The second Morrill Act of 1890 and the Nelson Amendment of 1907 provided additional funds. Annual appropriations have since been made for the maintenance and support of land-grant colleges.

In 1878 the Legislature of Mississippi reorganized Alcorn and it became the Alcorn Agricultural and Mechanical College of Mississippi.

WHAT ARE THE OBVIOUS FUNCTIONS OF ALCORN TODAY?

What do Negroes in Mississippi do? What should they do to improve their own and the state's welfare? What will Negroes do in Mississippi in the next ten years? In the next twenty years? The answers to the last two questions are, of course, problematic. But their implications cannot be ignored in the planning of a program of higher education for Negroes.

In 1940, Mississippi Negroes who were employed were employed as follows:

Agriculture	268,694
Domestic Service Workers	47,025
Farm Labor (wage workers)	34,262
Professional Work (principally teaching)	5,797
Logging	2,640
Forestry, except logging	902
The remainder not listed	

The data indicate clearly Alcorn's immediate major functions and responsibility.

What are the future employment opportunities for Negroes? The great mass of Negroes are employed in agriculture and will continue to find employment in agriculture. Alcorn must train leadership for this great army of people who cultivate Mississippi's soil. That is the institution's prime function. There can be no division of opinion here. And then Alcorn must also train leadership for the other vocations and professions, mainly teaching, in which Negroes find and will find opportunities.

Possibly one of the most serious obstacles in higher education today—in all education—is the idea that education should be primarily cultural. There are too many people responsible for giving direction to education who cannot reconcile its cultural and practical aspects. To the truly educated man there is no conflict. The land-grant college in particular must eliminate from its program and from the minds of its faculty members the idea that practical education may not be also cultural. Until that is done there can be not enough intelligent service rendered the people for whom the college was established.

Some Negroes may read the preceding with suspicion. Let them be assured that the Study Staff is not trying to outline a college function exclusively for Negroes. The same principle holds for education for whites.

The last mistake the Negro should make is to try to model his higher education on the pattern which too often has been established for the white man. As fast as they can, the really great land-grant colleges and universities are finding direct life lines, and short ones at that, to the people. This does not mean that the college should not teach things other than the practical. But it does mean that the practical is primary in publicly supported education; that first and foremost, the state supports a land-grant college for the practical education that the college can provide.

For purposes of clarity and organization the statement of functions of Alcorn College is presented in two closely related general categories:

1. To prepare the youth for positions of leadership in a preponderantly agricultural state.
2. To serve the people directly in assisting them to meet their personal, home, and community problems.

These purposes may be amplified as follows, under category 1:

To develop a clear-cut agricultural and mechanical arts program which should take precedence over other considerations. This program will be designed to train Negro agricultural and artisan leaders of all types needed in Mississippi—semi-professional leaders and workers such as county agents, agricultural teachers, rural teachers who know the rudiments of agriculture and who can adapt instruction to the needs of rural communities; first-rate farmers who can farm for themselves, farm managers, agriculturalists trained in all the branches of the art needed in Mississippi, home economics personnel in all the ramifications of that phase of training; trained leaders in the practical arts of masonry, carpentry, forging, welding, repairing, building and the related mechanical arts, with special emphasis on understanding of and skill in mechanized farming including operation and maintenance of power-driven machinery.

To give a liberal education, integrated with the vocational, to all students who should have that kind of semi-professional education.

To provide the more comprehensive liberal education necessary for students who should prepare for the professions. It should be pointed out again that Alcorn is the only state-supported institution of higher learning where a Negro student can get the fundamental training needed for the professions, hence that training should be available for those who can qualify to enter the professions.

To conduct, as far as feasible, a research program in line with the usual research programs undertaken by agricultural and mechanical colleges.

To develop a program designed to provide skilled training for a large number of youth and adults who are not concerned with college credits and degrees but who need understanding and skill which can be given in short periods for specific purposes. Offerings should include short courses to teach food production and conservation, masonry, tailoring, operation and upkeep of farm machinery, poultry raising, swine raising, gardening, floriculture, dairying and cattle raising, and any others for which needs develop in Mississippi.

Under category number 2:

As complete an educational service program to Negro life in Mississippi should be offered by the state as will yield dividends on the investment, and that means a very complete service program. There should be direct life lines to the Negro population of Mississippi, and the benefits of the researches, the knowledge and the skills of the artisans of the college should flow to Negroes who have gone further than lower grades or the high schools.

The ideas contained in the remaining part of this statement, although somewhat repetitious, are set forth to enlarge the conception of functions given thus far.

It is a function of Alcorn College to determine, define, and harmonize its own aims and to plan programs to achieve them.

It is a function of Alcorn College to make of the Negro in Mississippi an asset to the state.

It is a function of Alcorn College to train, at a high level in the shortest possible time, men and women to do specific jobs. (How to operate and maintain a tractor, how to be a tailor, a shoemaker, a farmer, for examples).

Alcorn's own procedures should show Negro education in Mississippi how to stress the practical in educational programs.

Alcorn should give to a portion of its students a sound academic education to enable them to prepare for the professions—teaching, medicine, dentistry, nursing, and others.

It is a function of the college to share in the improvement of the teachers of Mississippi. In-service education is badly needed.

In its general operation and in its extension services, Alcorn should show an understanding of and an intelligent sympathy for the needs of the great masses of Negroes.

Alcorn should continuously strive to ascertain the employment opportunities for Negroes and should lead the way in preparing youth for these opportunities.

Alcorn College should lead the way in the development of a program of adult education for Negroes.

Primary stress should be placed upon the improvement of the health of the Negroes of Mississippi.

Alcorn should assume some responsibility for the improvement of educational facilities in the several counties.

FUNCTION OF JACKSON COLLEGE

Jackson College has defined its function with sufficient clarity. It is a four-year state teachers' college with the main purpose of training teachers for the Negro elementary community schools of Mississippi. In 1940 there were approximately only 10,000 Negro children enrolled in the high schools of the state, but there were 265,000 Negro children enrolled in the elementary grades. Of the nearly 6,000 Negro public school teachers, 5,500 are employed to teach elementary school children. In reality Mississippi's most serious Negro educational problem is found at the elementary school level.

There can be no sound program of secondary and college education for Negroes in Mississippi until there has been developed an improved program of elementary education. It should be emphasized here that Jackson College alone cannot, even for the time being, prepare enough qualified teachers to operate effectively the elementary Negro schools of Mississippi.

Dr. P. H. Easom, State Agent in the Mississippi State Department of Education, has pointed out that "The beginning point in any development program is with teachers and other leaders. Any educational program can not be better than the teachers carrying on the program." In 1939, there were in Mississippi 85,000 more educable Negro children than white children but there were far fewer Negro children in school than white children. These facts are pointed out in order to focus attention on the importance of preparing Negro elementary teachers. It should be recalled again that the great bulk of Mississippi's Negro children are in rural areas and attending small rural schools. There can be no escaping the conclusion that perhaps the most important responsibility of Negro higher education for the present time at least is the preparation of teachers who are thoroughly competent to go into Mississippi's rural communities and, through the medium of the school, upgrade Negro life generally. Of Mississippi's 3,400 Negro schools, more than 3,100 are one-, two-, and three-teacher schools. Fewer than 300 employ more than three teachers.

High-school and college education of Negroes in Mississippi can make only very limited progress until a modern effective system of elementary education has been developed. There can be but slow and limited development of elementary education until elementary rural teachers are better trained than they have been heretofore.

Jackson College, therefore, has an important responsibility in preparing rural elementary teachers. Apparently, even though the college is new, it is functioning in a highly satisfactory manner. But it has facilities to enroll only a relatively small number of teachers compared to the need in Mississippi.

In the beginning of this statement it was stated that Jackson College had defined its own function with sufficient clarity. The following quotation taken from a bulletin prepared by Jackson College for the Director of the Study is given for the record: "Children who have not had an egg from January to Easter; who seldom have milk and vegetables and never have fruit juices; (who live in) sordid, unsanitary homes; sordid dilapidated school houses and schools in churches; unproductive fields; and people trapped by economic and social problems—this is the picture of a typical rural community: What is demanded of a teacher who, in cooperation with other community agencies, is to improve these existing conditions through his school? What personal and professional characteristics shall he have in order to do successful work in community schools? In the available period of pre-service training, what does Jackson College offer in-service teachers to enable them to place their own and the living of the children and adults on a more substantial socio-economic basis?"

Jackson College tries to answer its own questions: "It seeks to develop a fine teacher who can coordinate and organize agencies to promote a program of better living. The problems of homemaking, diet, shelter, and health receive major emphasis along with the so-called academic subjects. Jackson College trains its student teachers in real situations. All graduates are required to teach in a typical rural school and to share in the experience afforded by a rural environment. By surveying the needs of a rural community, the teachers and students prepare teaching materials related to these needs. . . . . the College places specific emphasis on the following phases of teacher training: homemaking, social sciences, expressive arts, science, agriculture, shop, and recreational activities. . . . Sufficient work is given in each of the above subject matter fields to produce a good community school teacher."

Unfortunately, there are only about 250 students enrolled in Jackson College. Mississippi needs 6,000 or more teachers of the type prepared by the Jackson College program. The college needs the facilities and staff to expand its program. Its stated objectives are sound. An examination of its program offerings shows that its curriculum is designed to achieve its function insofar as its limitations will permit.

NEGRO HIGHER EDUCATION NEEDS NOT PROVIDED FOR AT THIS TIME

There are certain very definite needs of higher education for Negroes which are not now provided for by Mississippi's Negro colleges. While it is realized that the primary function of an institution of higher learning is to provide and maintain the highest type of instruction in the important branches of knowledge for graduates of high schools, public institutions of higher learning should also offer as many and as fine opportunities for adult education as may be practicable to persons not attending these institutions. This is particularly true for institutions of the type of Alcorn and Jackson Colleges.

A publicly supported college should, as far as its resources will permit, accept responsibility for serving the people directly. It is recommended, therefore, that both Alcorn and Jackson incorporate in their programs additional activities of adult education designed to upgrade Negro life directly.

Both colleges should have responsibility for an expanding program of adult education specifically designed to serve Mississippi Negroes who do not attend college. In another section recommendations are made for providing outpost schools through which a practical program of adult education can function.

Negro higher education is not providing graduate and professional education for the Negroes of the state. Under present limitations it is not recommended that Mississippi's Negro colleges undertake either graduate or professional education. But for the present, the state of Mississippi certainly should provide opportunities for both graduate and professional training for a selected group of Mississippi Negro youth by means of out-of-state professional and graduate scholarships. Recommendations are made for achieving this end.

PROPOSED REORGANIZATION OF INSTITUTIONS

An analysis of a previous section, "Suggested Functions of Higher Education of Negroes in Mississippi", indicates clearly the need for certain definite facilities if the proposed functions are to be attained. It is realized that it is much easier for a consultant to recommend facilities than it is for a Board of Trustees to provide them. However, if there is agreement on the functions of higher education in the state, and if definite functions demand definite facilities for their attainment, a major responsibility of those charged with the administration of higher education is to provide, as far as feasible, the needed facilities. The following recommendation deserve the serious consideration of the Board of Trustees:

1. It is recommended that Alcorn College be moved to a new site. If this is done, a complete Negro college should be established on the new site to serve the major needs for the higher education of Negroes in Mississippi, with the regional needs served by several regional one- and two-year institutions of college level designed specifically to prepare youth for life. These regional institutions should be used as outpost service centers for the A. and M. program of Alcorn and as service centers for teacher education for rural school development.

   The site of Alcorn should satisfy as completely as possible the following criteria:

   a. The location should be conducive to the realization of the purposes of the college.

   b. The college should be reasonably accessible to the Negro population and should be located as close to the center of Negro population as practicable.

   c. The college should be reasonably accessible to the various agencies which play a part in making the college and its work effective.

   d. The location should make it possible for the faculty and students to do the best work and be in a healthful environment.

   e. The site should be large enough and include enough suitable land for the full development of an agricultural and mechanical college program.

f. The location should permit easy supervision of the school.

g. The location should permit easy contact and cooperation with surrounding Negro schools, communities, and people.

h. The general attitudes of the adjacent white communities should be sympathetic and helpful in the development of the college program.

i. The school should be located where there is easy access to transportation facilities.

j. The college should be located near enough to a town or city sufficiently large to provide services to assist the school's program.

k. The location should provide reasonably accessible work opportunities for students desiring to earn all or part of the cost of their education.

l. The college should be located either where beauty obtains or where it can be created without too great effort or too great expenditure.

The following reasons "for" and "against" relocating Alcorn College are listed:

REASONS FOR RETAINING ALCORN COLLEGE ON THE PRESENT SITE

a. It might be difficult to make an economical disposal of the present plant and facilities, since the state has an investment of from $600,000 to $900,000.

b. Some of the Negro leaders of Mississippi object to moving the college from its present site.

c. The cost of developing a new plant from the ground up would be high.

d. The present location is well drained and is apparently healthful.

e. A considerable sum of money is being spent in repairing and reconditioning the plant.

f. Many Negroes who have attended Alcorn are attached to the location on sentimental grounds.

REASONS FOR MOVING ALCORN COLLEGE

a. The college is not easily accessible to the Negro population of Mississippi, being located in an inaccessible corner of the state, 135 miles from the center of Negro population.

b. Of its 900 acres, only approximately 200 are suitable for an A. & M. program.

c. The college should break with its past traditions and make a new beginning.

d. Many of the buildings are not adapted to the type of program that should be developed by an A. and M. College.

e. Sooner or later it will become desirable to move the college; hence, it should be done now before further investment is made in the plant.

f. There are not many ways at the present location for students to find opportunities to work in order to pay a part of their expenses while in college.

g. The cost of reconditioning old buildings is excessive.

h. There is no guaranty that a modern hard-surface highway will ever be built from Highway 61 to Alcorn, and if it were done the cost would be excessive, probably $400,000 including bridges.

i. If the college is moved in accordance with the recommendation made in this report, the present plant could properly be used for a regional institution, or sold for some other use.

If a new site is selected, the college will have to be re-established and rebuilt in toto, unless one of the military reservations can be acquired and converted into a college. This means building from the ground up and will be a considerable venture. If the Board decides to approve this recommendation, the following suggestions are offered for consideration:

That the college be maintained on its present site until after the war when materials will become available and that the college be transferred to its new site gradually. This recommendation is made in order that sufficient time will be taken to develop the new college on its new site. The administration building and shops necessary to house tools and materials might first be built, and, over a period of years, student labor under proper supervision might be used in part to build many of the new facilities. The building of the college itself could be a part of the education given to a large number of Mississippi Negro youth for several years, and it would provide work opportunities for a limited number and thus help them to finance their way through schools. A competent architect should be employed to prepare complete plans to be executed a part at a time.

Before deciding whether or not Alcorn should be moved, a committee of the Board should investigate available sites, not overlooking the possibilities of acquiring from the Federal government one of the military areas and buildings thereof. It is possible that one of the military establishments could be converted eventually into a suitable A. and M. College plant.

2. Alternate recommendations: If the Board of Trustees decides to maintain the college on its present site, the following specific suggestions are made:

a. That a complete survey by a competent architect be made of all existing buildings, and a plan prepared for the complete renovation of the plant in order that it will meet acceptable standards in all departments.

b. That a study of the college land be made by an agriculturalist familiar with the region to determine definitely which parts of it are suitable for an agricultural and mechanical program. If insufficient land is available, additional lands suited to educational purposes and as near as possible to the college should be purchased. If the Board of Trustees deems it not wise to move the college, every effort should be made to modernize and renovate the facilities which are now inadequate and substandard, and sufficient additional land should be purchased in order that the college may realize its proper functions. It is also suggested that the proper steps be taken through whatever channels are necessary to build a modern hard-surface road from Highway 61 to the present site.

The first responsibility of the new president of Alcorn should be, if the college is retained in its present location, to make a complete survey of what should be done to realize the recommendations made herein.

3. Alcorn's major program should be developed in accordance with the needs of the great mass of Negroes engaged in agricultural pursuits, but should include a division of arts and sciences to provide that type of education for those who can profit by it. If the recommendation is accepted the college should be developed in time to provide more fully for the type of education needed by the number of Negroes who will need, in most cases undergraduate, and, in other cases limited graduate instruction. To meet the immediate needs of graduate instruction and professional training, it is recommended that Mississippi make provision for scholarship aid for selected Negroes to attend professional and graduate schools already developed.

4. Should it be decided to move Alcorn College to a new location within a 50-mile radius of Jackson, it is recommended that Jackson and Alcorn Colleges be merged into one, and that Mississippi support only one centrally located, complete institution designed to meet the general and specific needs for higher education of the Negro population. The present program of Jackson College would continue to function as a division of education and as an integral part of Alcorn College, and present Jackson College would become an outpost school if not sold so as to provide funds for a better site for a rural teacher-training institution.

5. If Alcorn College should be retained on its present site, then the following recommendations are made for the improvement of Jackson College:

A complete survey should be made of present facilities and equipment and a long-range program developed to increase and improve these facilities over a period of years. The presidents and faculties of both institutions should participate in this survey in view of the coordinate relationship between Alcorn and Jackson College. The Board has access to inventories showing the conditions of the plant facilities of both Alcorn and Jackson

Colleges. It is not the purpose of this report to give detailed specifications for the improvement of buildings and equipment. However, it is reiterated that modern, adequate facilities should be planned for the realization of the proposed functions of both Alcorn and Jackson Colleges.

NEED FOR ADDITIONAL PUBLICLY-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION FOR NEGROES IN MISSISSIPPI

Whether Alcorn and Jackson Colleges are retained on their sites as presently organized or are moved, and/or consolidated, it is recommended that three one- and two-year publicly-supported regional schools be provided. The location of these schools should be decided on the bases of population, geography, and need. One regional institution should be developed in the Mississippi Delta (or two if Alcorn is not moved to that area), one in Northeast Mississippi and one in Southeast Mississippi. These should be strictly terminal schools. If it is decided to re-locate and re-establish Alcorn, that institution and Jackson should be merged. Mississippi would then support one complete four-year college for Negroes with four outpost schools. The facilities of Jackson College could be converted into a regional terminal one- and two-year college and one terminal college could be established in the Delta. In merging, Jackson College would become the Division of Education and would retain its present objectives and develop on a broader scale its present philosophy. (One consultant has offered the suggestion that although the Alcorn College as a land-grant college is moved, the present site should be retained, because of its history and traditions, as a small, complete four-year liberal arts college.) This suggestion as a possible development should receive the consideration of the Board of Trustees but many of the objections to this site for a land-grant college would apply to it as the site for any other type of college.

The terminal schools recommended are to be in no sense junior liberal arts colleges. Their purpose is to provide immediate training based upon the needs of the region. Under no circumstances should these schools be allowed to aspire to become four-year colleges. Their control by Alcorn should prevent this. One of their main purposes, in addition to giving needed training in agriculture and in mechanic arts to Negro youth, should be to serve as centers through which the functional programs of Alcorn and Jackson Colleges, or the new combined college, would flow. Short courses in the practical arts and immediate in-service teacher education in community relations should be given. These regional schools should be tied in as integral parts of Alcorn and Jackson Colleges, or as subsidiaries of the new complete college recommended to replace Alcorn and Jackson Colleges.

SPECIFIC RECOMMENDATIONS FOR THE REORGANIZATION OF HIGHER EDUCATION FOR NEGROES IN MISSISSIPPI

ADMINISTRATIVE ORGANIZATION AND MANAGEMENT

The administrative organization and management of higher education here recommended is based upon the assumption that one of the alternative proposals made for the reorganization of institutions of higher learning in the state will be accepted.

Assuming that the institutions are reorganized as recommended above, so that one complete Negro college is set up with regional terminal schools as integral parts of the college system, the following administrative machinery is proposed:

1. The Board of Trustees should, of course, continue to serve as the final directive and policy-making authority. 2. The actual administration to carry out the Board's program of coordinate Negro education should function through the office of the Executive Secretary, with general policy recommended by the President.

ORGANIZATION OF THE STAFF OF THE NEW COMBINED INSTITUTION

Immediately responsible to the president should be the dean-coordinator, whose function would be to serve as the dean of the college as outlined on the chart; namely, a Division of Agriculture and Mechanic Arts, a Division of Arts and Sciences, a Division of Teacher Education, an Agricultural Extension Division, and the Regional Outpost schools. The dean-coordinator will also serve to coordinate the work of the college with the outpost schools. The most important divisions of the college, those of Agriculture and Mechanic Arts, and Teacher Education, should be placed under the immediate authority of a director, to be known as the Director of Agriculture and Mechanic Arts. His major purpose would be to develop college departments in strict accordance with the definition and function of a land-grant college. The departments should include Trades and Industries, Home Economics, General Farming, Specialized Farming, Horticulture, Truck Farming, and Poultry. The Extension Department would be responsible for adult education, including all types of short courses to be conducted on the campus of the college, in the regional schools, and in other centers of the state where needed. The Extension Department should draw for the execution of its program on the personnel, resources, and facilities of the whole college and the outpost schools.

No attempt is made in this report to recommend in detail the curriculums or courses that should be developed at Alcorn College. They should be developed by the college itself under the guidance of the Board's Executive Secretary, and based upon the needs of the Negroes of Mississippi.

There is one important element of community leadership among Negroes of Mississippi that should be served and stimulated by Alcorn College. Though it is a state school, it should not fail to provide for the education in community leadership of the Negro preacher. Whether this is done through short courses and conferences or through the work of the regular session is a matter to be determined. Possibly it should be through both. The Study Staff does not suggest theological courses, but has in mind the practical aspects of religious leadership, i. e., the church as a community center and influence.

The Division of Teacher Education should be responsible for the training of every type of teacher needed in the Negro schools of Mississippi. It should include education for all types of vocational teachers, general secondary teachers, elementary teachers, and rural teachers as needed. In co-operation with the State Department of Education, it should conduct continuing studies of the state's needs for Negro teachers. There should be established in conjunction with it a training school to serve as a laboratory for the development of the workers named. Both the Division of Agriculture and Mechanic Arts and the Division of Arts and Sciences should function as service agencies in the general education of teachers and other workers, such as county agents, home demonstration agents, and health workers. In other words, teachers and other educational workers completing the Division of Teacher Education should receive their general academic and specialized training in these divisions. Thus, a county agent would receive the basic English, science, and mathematics he needs in the Division of Arts and Sciences, his specialized training in farming in the Division of Agriculture and Mechanic Arts, and his professional training as an educational worker in the Division of Teacher Education. The same procedure would be used with others, such as the rural teacher.

Integration and coordination of the main divisions should be the major responsibility for the dean-coordinator of the college. The Division of Arts and Sciences should serve a twofold function: (1) to give the basic academic preparation needed by any college graduate—for instance, training in English, mathematics, or science; and (2) to serve as a college to prepare those students who do not elect a phase of vocational education, but desire rather to obtain a liberal arts degree without regard to vocational preparation, except as it would prepare them for the professions of law, medicine, dentistry, and others.

As outlined, the college must serve in general all the major needs of higher education of Negroes in Mississippi. The major emphasis would be placed upon the agricultural and mechanic arts, and the close relation of that field to the preparation of teachers and workers needed in the communities of Mississippi. In addition, the college should be enabled to provide opportunity for graduate education and professional training through scholarship grants to selected Negroes.

Arrangements should be made with regional institutions, like Meharry Medical College, to receive Mississippi students selected for such advanced education.

The outpost schools should be developed under the general direction of the dean-coordinator and the directors of the divisions of the main college. There should be constant supervision by, and interaction between, the main college and these outpost schools. All phases of the college as outlined should be constantly evaluated in terms of the functions recommended.

Should the Board of Trustees decide not to relocate and re-establish Alcorn College, but to retain it in its present situation, the same general recommendations should be followed for the reorganization of the college with the exception that less emphasis should be placed on the training of teachers since that function would be continued by Jackson College as presently organized, with the exception of vocational teachers. Should Jackson College be retained as presently operating, it is recommended that its present organization be retained but permitted to expand in order to reach a larger number of teachers.

SUPPLEMENTARY RECOMMENDATIONS

1. Alcorn College should serve as headquarters for the Negro representatives of all state and Federal service agencies, and should cooperate with them in developing a coordinated program of educational and economic progress for the Negroes. The Negro leaders in all fields, including farming, homemaking, teaching, and all other service agencies, should be frequently invited to the campus to attend short-unit, "refresher," and professional upgrading courses. Summer courses for teachers; group conferences for vocational teachers, preachers, county and home demonstration agents; correspondence courses; and extension classes should be offered to meet apparent needs. The Negro representatives of the Extension Service should be expected to contribute to the work of the college as well as to derive benefits from their association with the faculty and other leaders on the campus.

2. Farming at Alcorn should be conducted on the demonstration basis rather than the experimental. Students should have opportunities for observing sound agricultural practices and for developing skills in the performance of farm jobs. Except for initial equipment and foundation livestock, farming operations should be self-sustaining. A few cows, brood sows, and other stock of good quality should be purchased.

Economy and efficiency indicate that the livestock should be limited to one breed of beef cattle, one of dairy cows, one of hogs, and two of chickens—one laying breed and one dual-purpose breed. Production of vegetable and food crops should be emphasized. Surpluses should be processed and stored for use in the dining halls as should, also, meats butchered and cured on the campus. Thus, students of horticulture, animal husbandry, and home economics should be provided with vital learning experiences.

3. Separate budgets for the teaching and non-teaching phases of the agricultural program should be made. Accurate accounts should be kept in connection with all the production phases of the program so that, once established, they can be kept self-sustaining.

4. Alcorn should not be responsible for research in agriculture, but the State Director of Agriculture Research should establish there a branch station, limited to work with field crops and soil improvement. Students at Alcorn could thus learn something of research methods and develop an appreciation for research and its publications.

5. The State Agricultural Extension Service should require that all Negro county agents be graduates of a land-grant college with specialized training in agriculture. At least one member of the Extension Service Division should be a woman with outstanding experience in the field of home demonstration work. The college should be made the hub of extension service in home demonstration work for Negroes. Food, clothing, and home management should be emphasized.

6. Facilities for training in practical home management should be provided. The students should have the experience of complete responsibility for home operation under the supervision of a competent instructor.

7. To effect better development of the work at Alcorn, the Board of Trustees should draw upon the resources of the agriculture staff at Mississippi State, by appointing a member of the State College staff a Coordinator of Agriculture. Acting as a liaison between the two colleges, this official could give technical advice and assistance to both colleges and to the Board of Trustees. He should, however, have no administrative authority at Alcorn.

8. The Board should make a study of the salary scale at Alcorn, and should adopt a schedule that would attract a staff qualified to realize the purposes of the institution, which would approximate the median for Negro land-grant colleges. Provision should be made in the schedule for financial recognition of outstanding service.

9. There should be appointed a committee of from three to five prominent Negro citizens of Mississippi to serve in an advisory capacity to the Board of Trustees on problems relating to Negro education generally.

SALARY SCALE FOR THE NEGRO COLLEGES

The matter of salaries for professional personnel and service personnel at the Negro colleges is one for the serious consideration of the Board of Trustees. With Negro colleges as with the other institutions the obtaining of faculty personnel of high qualifications is a competitive enterprise. Alcorn College and Jackson College must compete with Negro colleges in other states to obtain and hold well-qualified teachers. Therefore, the application of the same principle as that applied for salary scales for the other institutions is recommended, namely, that the Board should set up for these institutions a salary scale which is approximately the median of salaries paid in competing colleges.

Tables 1 and 2, based on data furnished by the Negro land-grant colleges, show that the median for the highest salaries paid professors is $2311.00, and that the median of the average salaries paid teaching personnel is $1940.00, both on a nine-months basis.

An effort was made to obtain information on salaries paid in Negro colleges other than land-grant colleges (which would be comparable to Jackson College). The president of a leading Negro college was asked to select ten of these, and inquiries were sent to all of them. Eight colleges replied and from the replies Table 3 was constructed, showing approximate medians as follows: for highest salaries paid professors, $2,500, for average salaries paid teaching personnel, $1,700.

It is apparent that there is not too great a difference between the salaries paid by these institutions and those paid by the Negro land-grant colleges. Since the competitive situation seems to be about the same it was decided to recommend a single salary scale for both Alcorn College and Jackson College.

Since most Negro colleges do not have their faculties designated according to academic rank, the salary scale recommended specifies salary of best qualified faculty member and average salary of faculty member.

The Study Staff recommends the following salary scale as the next step:

	Best Qualified Faculty Member	Average Salary for Faculty Member
Alcorn	$2400.00	$2000.00
Jackson	2400.00	2000.00

All the Negro colleges of the South are striving for the attainment of the minimum salary scale of the Southern Association, which is: professors, $3000; associate professors, $2400; assistant professors, $1800; instructors, $1200; all on a nine-month basis. If Mississippi wishes to assume a place of leadership in the south in obtaining the best for its Negro colleges, the Board should set this scale as a goal.

TABLE 1

Salaries Paid Professors (Highest Qualifications) in Nineteen Negro Land-Grant Colleges and "Associate" Land-Grant Colleges[1], 1944-45

	Salary 12 *months basis*	*Salary Computed* *on* 9 *months basis*
1	$4150[2]	$3395
2	3600[3]	3240
3	3800	2850
4	3800	2850
5	3700	2775
6	3600	2700
7	3440	2580
8	3400	2550
9	3200	2400
10	3081	2311
11	3063	2297
12	3060	2295
13	3000	2250
14	2800	2100
15	2750	2062
16	2700	2025
17	2700	2025
18	2280	1710
19 Alcorn	----	1600

---

[1] Colleges included: (not in the order listed above) Florida A. & M.; Tuskegee Institute, "A"; Lincoln University; Kentucky State; A. & T. (N. C.) A. & I. (Tenn.); Howard University, "A"; Princess Anne (Maryland); Hampton Institute, "A"; Langston University; Prairie View; West Virginia State; Georgia State; Morgan State, "A"; Virginia State; Fort Valley College, "A"; South Carolina State; Southern University (La.); Alcorn A. & M. (Miss.). ("Associate" Land-Grant Colleges are indicated by "A".

[2] Ten months basis.

[3] Eleven months basis.

TABLE 2

Average Salaries Paid Professional Personnel in Seventeen Negro Land-Grant Colleges and "Associate" Land-Grant Colleges[1], 1944-45

	Salary Reported 12 Months Basis	*Salary Computed on 9 months basis*
1	$3000[2]	$2700
2	2900[2]	2610
3	2694	2204
4	2800	2100
5	2664	1998
6	2600	1950
7	2600	1950
8	2587	1940
9	2571[2]	2314
10	2220	1665
11	2200	1650
12	2162	1621
13	2000	1500
14	1950	1463
15	1918	1439
16	1800	1350
17	1710	1283

---

[1] Colleges included: (Not in the order listed above) Florida A. & M.; Tuskegee Institute, "A"; Lincoln University, Kentucky State; A. & T. (N. C.); A. & I. (Tenn.); Howard University, "A"; Princess Anne (Maryland); Hampton Institute, "A"; Langston University, Prairie View; West Virginia State; Georgia State; Morgan State, "A"; Virginia State; South Carolina State; Southern University (La.); ("Associate" Land-Grant Colleges indicated by "A").

[2] Ten months basis.

TABLE 3

Salaries Paid (9 Months Basis) by Selected Negro Colleges Which are not Land-Grant Colleges[1], 1944-45

Institution	*Professors*	*Average Salary Faculty Members*
1	$2850	$2100
2	2800	2100
3	2700	1700
4	2600	2200
5	2500	1450
6	2300	2000
7	2115	1530
8	1920	1648
Jackson	1800	1661

---

[1] Colleges selected: (Not in the order listed above) Louisiana Negro Normal and Industrial Institute, (La.); Talladega College, (Ala.); Paine College, (Ga.); LeMoyne College, (Tenn.); Philander Smith College, (Ark.); Bethune-Cookman College, (Fla.); Tillotson College, (Texas); Jackson College, (Miss.); Benedict College, (Columbia, S. C.).

APPENDIX

A

Drawing Power of Five State Higher Institutions
Freshman and Transfer Students
Decade 1931-1940

TABLE 1

	Length of radii in Miles	Number of Students in Median Arc	% of Students in County of Location	% of Students from Contiguous Counties	% of Students from Remainder of State	% of Students from Outside the State	Total number of Entering Students
Univ. of Mississippi	100	2266	9.7	8.3	70.8	11.2	4533
Miss. State College	120	3002	8.3	8.0	77.4	6.3	5996
Miss. State Col. for Women	120	1944	8.1	8.9	78.4	4.6	3887
Miss. Sou. College	60	2153	17.3	14.4	64.8	3.5	4306
Miss. Delta State	50	1012	26.1	16.7	54.6	2.6	2024
Median	90	2094	12.2	10.4	71.3	6.1	4149

Table 1 shows comparative data on entering students in each of the five state institutions for white students for the ten-year period beginning with session 1930-31 and closing with session 1939-40.

Column 1 shows the length in miles of the radii of the arc of a circle enclosing 50 percent of the enrollment of entering students in each institution. Mississippi State College and Mississippi State College for Women rank first with radii of 120 miles each in length. This indicates that these two institutions draw students from a longer distance than the three remaining institutions. The University of Mississippi has slightly less drawing power in distance, the radius of the median arc for entering students being 100 miles in length. It should be pointed out here, however, as shown in Column 6, that the University of Mississippi with 11.2 percent of entering students from outside the State of Mississippi has considerably more drawing power from outside the state than any other institution. Mississippi Southern College and Delta State Teachers College with 60-mile and 50-mile radii respectively have considerably less drawing power than the other three institutions, and on the basis of these data might be termed strictly regional institutions. Additional data not included in Table 1 show that 70 per cent of the Mississippi Southern group come from counties wholly south of the Alabama and Vicksburg division of the Illinois Central Railroad, which means that approximately three-fourths of the entering students of this institution come from the southern one-third of the state. Similar data compiled for Delta State Teachers College show that 43 percent of the entering students are drawn from the county in which the institution is located and contiguous counties; thus Delta State Teachers College is almost wholly an institution patronized by the Delta region.

Column 2 shows the number of entering students included in the median arc and in each instance is approximately 50 percent of the total number of entering students of each institution during the stated period of time.

Column 3 shows the percentage of entering students from the county in which the institution is located. Mississippi State College for Women with 8.1 percent shows the lowest enrollment from the county in which the institution is located. Mississippi State College with 8.3 percent and the University of Mississippi with 9.7 percent are below the median percentage (12.2%) of students enrolling from the home county. Mississippi Southern with 17.3 percent of the students from the county in which the institution is located is considerably above the median, and Delta State Teachers College with 26.1 percent draws slightly more than one-fourth of its students from the county in which the institution is located. A further study of the holding power of Delta State Teachers College should be made as the high percentage of entering students from the home county might indicate that many residents are using this institution as a junior college, with entering students transferring to other institutions at the termination of their first or second years.

Column 4 shows the percentage of students from counties contiguous to the county in which the institution is located. Mississippi State College with 8 percent, the University of Mississippi with 8.3 percent, and Mississippi State College for women with 8.9 percent are all below the median percentage (10.4%). Mississippi Southern College with 14.4 percent is well above the median, and Delta State Teachers College with 16.7 percent draws the largest number of its entering students from contiguous counties.

Column 5 shows the percentage of students entering from outside the home county and contiguous counties. Mississippi State College for Women with 78.4 percent has the widest drawing power from within the state, and Mississippi State College follows closely with 77.4 percent. The University of Mississippi with 70.8 percent is approximately at the median point for the five institutions. The fact that the University is located in the extreme northern portion of Mississippi undoubtedly accounts for the fact that its state-wide spread is not as great as the two previously named institutions. Mississippi Southern College with a percentage of 64.8 and Delta State Teachers College with a percentage of 54.6 are both considerably below the median. The fact that both of the two latter named institutions operated summer sessions with large enrollments of in-service teachers from throughout the state may account for some of the state-wide drawing power of both of these institutions. In spite of this fact, however, both are considerably below the median percentage.

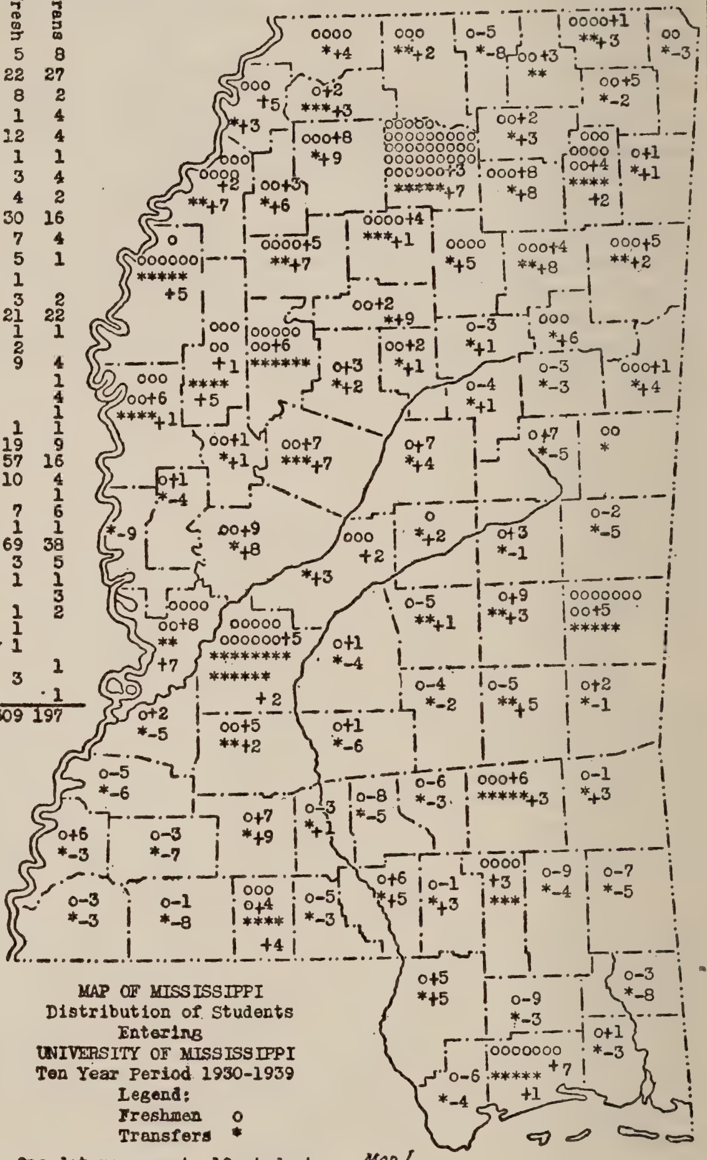
Column 6 shows the percentage of students entering from outside states. As has been pointed out above, the University of Mississippi with 11.2 percent has the largest out-of-state drawing power. Mississippi State College with 6.3 percent is at slightly above the median percentage. Mississippi State College for Women, 4.6 percent, Mississippi Southern College, 3.5 percent, and Delta State Teachers College, 2.6 percent, are all below the median.

Column 7 shows the total number of students, both freshman and transfers, entering during the ten-year period.

These data are graphically illustrated in the dot maps. These maps show the distribution of entering students, both freshmen and transfers, by counties.

OUT OF STATE STUDENTS

State	Fresh	Trans
Ala.	5	8
Ark.	22	27
Cal.	8	2
Col.	1	4
Conn.	12	4
D.C.	1	1
Fla.	3	4
Ga.	4	2
Ill.	30	16
Ind.	7	4
Iowa	5	1
Kan.	1	
Ky.	3	2
La.	21	22
Me.	1	1
Mass.	2	
Mich.	9	4
Minn.		1
Mo.		4
Mont.		1
N.C.	1	1
N.J.	19	9
N.Y.	57	16
Ohio	10	4
Okla.		1
Pa.	7	6
S.C.	1	1
Tenn.	69	38
Texas	3	5
Vt.	1	1
Va.		3
Wis.	1	2
Wyo.	1	
Germany	1	
Mexico		1
P.R.	3	
Turkey		1
Total	309	197

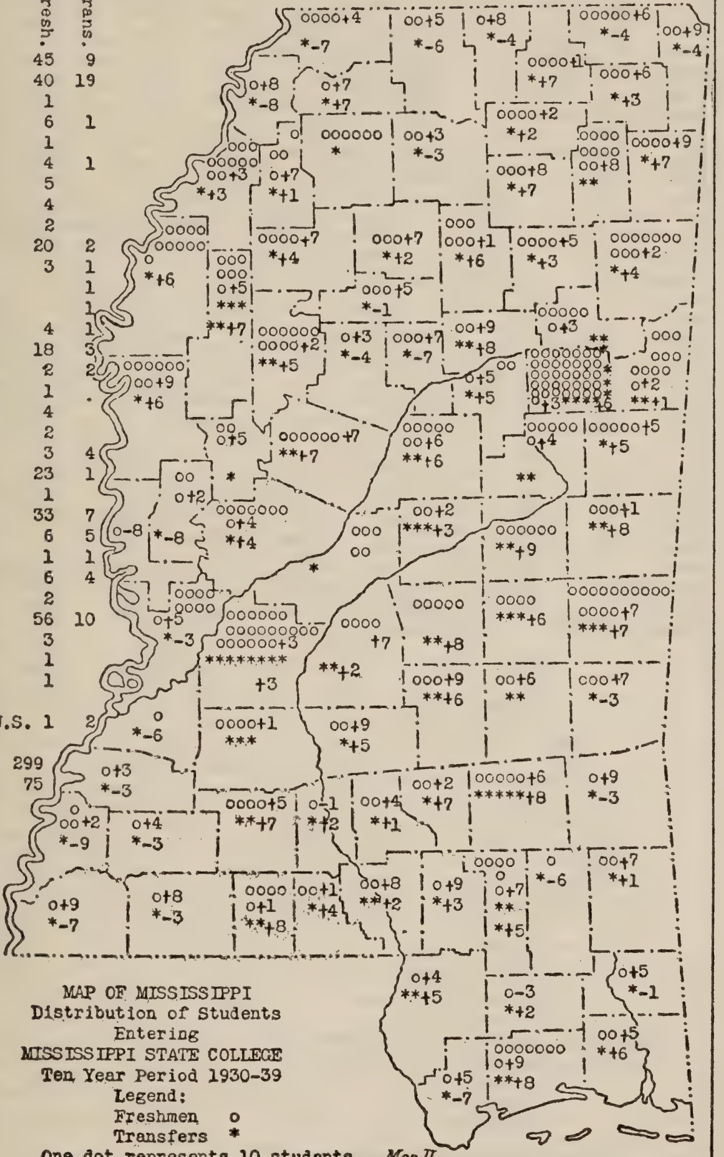

oooo *+4
ooo **+2
o-5 *-8
oo+3 **
oooo+1 **+3
oo *-3
ooo +5
o+2 ***+3
oo+5 *-2
*+3
ooo+8 *+9
ooooo ooooooooo ooooooooo ooooooooo oooooo+3 *****+7
oo+2 *+3
ooo oooo oo+4 **** +2
o+1 *+1
ooo
oooo +2 **+7
oo+3 *+6
ooo+8 *+8
oooo+4 ***+1
o
oooooo ***** +5
oooo+5 **+7
oooo *+5
ooo+4 **+8
ooo+5 **+2
oo+2 *+9
ooo oo +1
**** +5
ooooo oo+6 ******
o+3 *+2
oo+2 *+1
o-3 *+1
ooo *+6
o-3 *-3
ooo+1 *+4
o-4 *+1
ooo oo+6 ****+1
oo+1 *+1
oo+7 ***+7
o+7 *+4
o+7 *-5
oo *
o+1 *-4
*-9
oo+9 *+8
ooo +2
o *+2
o+3 *-1
o-2 *-5
*+3
o-5 **+1
o+9 **+3
ooooooo oo+5 *****
oooo oo+8 ** +7
ooooo oooooo+5 ******** ****** +2
o+1 *-4
o-4 *-2
o-5 **+5
o+2 *-1
o+2 *-5
oo+5 **+2
o+1 *-6
o-5 *-6
o-6 *-3
ooo+6 *****+3
o-1 *+3
o+6 *-3
o-3 *-7
o+7 *+9
o-3 *+1
o-8 *-5
o+6 *+5
o-1 *+3
oooo +3 ***
o-9 *-4
o-7 *-5
o-3 *-3
o-1 *-8
ooo o+4 **** +4
o-5 *-3
o+5 *+5
o-9 *-3
o-3 *-8
o+1 *-3
ooooooo ***** +7 +1
o-6 *-4

MAP OF MISSISSIPPI
Distribution of Students
Entering
UNIVERSITY OF MISSISSIPPI
Ten Year Period 1930-1939
Legend:
Freshmen o
Transfers *

One dot represents 10 students *Map I*

OUT OF STATE STUDENTS

State	Fresh.	Trans.
Ala.	45	9
Ark.	40	19
Cal.	1	
Conn.	6	1
Del.	1	
D.C.	4	1
Fla.	5	
Ga.	4	
Ida.	2	
Ill.	20	2
Ind.	3	1
Iowa		1
Kan.		1
Ky.	4	1
La.	18	3
Me.	2	2
Md.	1	
Mo.	4	
Mont.	2	
N.C.	3	4
N.J.	23	1
N.M.	1	
N.Y.	33	7
Ohio	6	5
Okla	1	1
Pa.	6	4
S.C.	2	
Tenn.	56	10
Texas	3	
Va.	1	
W. Va.	1	
Other than U.S.	1	2
Total Fresh.	299	
Trans.	75	

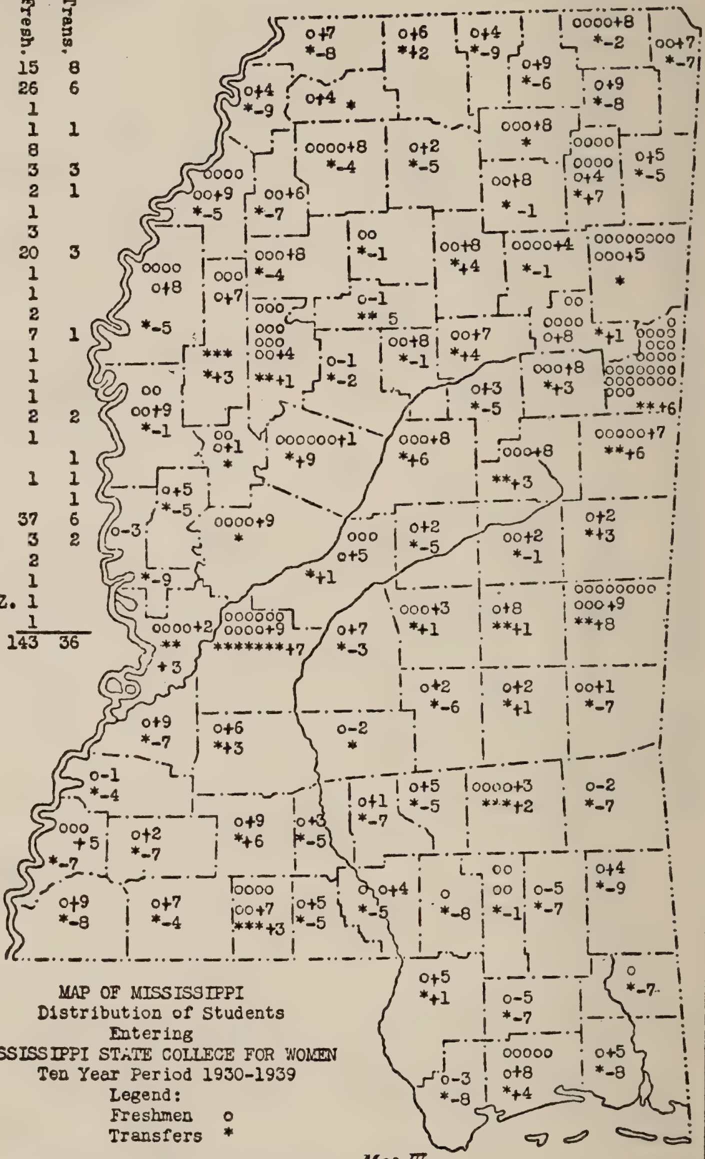


MAP OF MISSISSIPPI
Distribution of Students
Entering
MISSISSIPPI STATE COLLEGE
Ten Year Period 1930-39
Legend:
Freshmen o
Transfers *
One dot represents 10 students

Map II

OUT OF STATE STUDENTS

State	Fresh.	Trans.
Ala.	15	8
Ark.	26	6
Colo.	1	
Conn.	1	1
Fla.	8	
Ga.	3	3
Ill.	2	1
Ind.	1	
Ky.	3	
La.	20	3
Md.	1	
Mass.	1	
Mich.	2	
Mo.	7	1
N.J.	1	
N.M.	1	
N.Y.	1	
N.C.	2	2
Ohio	1	
Okla.		1
Pa.	1	1
S.C.		1
Tenn.	37	6
Texas	3	2
Va.	2	
Wyo.	1	
Canal Z.	1	
China	1	
Total	143	36

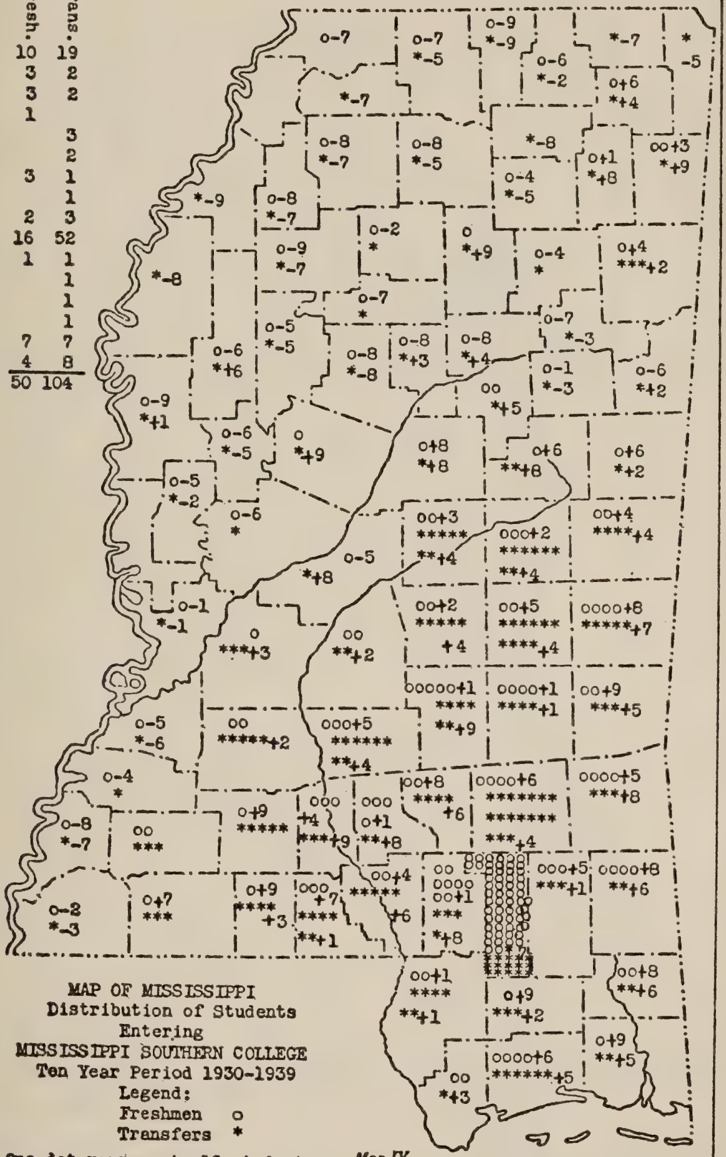

o+7 *-8
o+6 *+2
o+4 *-9
0000+8 *-2
oo+7 *-7
o+9 *-6
o+9 *-8
o+4 *-9
o+4 *
0000+8 *-4
o+2 *-5
000+8 *
0000
0000 o+4 *+7
o+5 *-5
oo+8 * -1
0000 oo+9 *-5
oo+6 *-7
oo *-1
oo+8 *+4
0000+4 *-1
00000000 000+5 *
0000 o+8 *-5
000 o+7
000+8 *-4
000
o-1 ** 5
oo 0000 o+8
*+1
000 000 00+4 **+1
*** *+3
o-1 *-2
oo+8 *-1
oo+7 *+4
000+8 *+3
o 0000 0000 0000000 0000000 000 **+6
oo oo+9 *-1
oo o+1 *
oooooo+1 *+9
000+8 *+6
o+3 *-5
000+8 **+3
00000+7 **+6
o+5 *-5
o-3
0000+9 *
000 o+5 *+1
o+2 *-5
oo+2 *-1
o+2 *+3
*-9
00000000 000+9 **+8
000+3 *+1
o+8 **+1
0000+2 ** +3
000000 0000+9 *******+7
o+7 *-3
o+2 *-6
o+2 *+1
oo+1 *-7
o+9 *-7
o+6 *+3
o-2 *
o-1 *-4
o+5 *-5
0000+3 ***+2
o-2 *-7
o+1 *-7
000 +5 *-7
o+2 *-7
o+9 *+6
o+3 *-5
o+4 *-5
o *-8
oo oo *-1
o-5 *-7
o+4 *-9
o+9 *-8
o+7 *-4
0000 oo+7 ***+3
o+5 *-5
o+5 *+1
o-5 *-7
o *-7
00000 o+8 *+4
o+5 *-8
o-3 *-8
Map III

MAP OF MISSISSIPPI
Distribution of Students
Entering
MISSISSIPPI STATE COLLEGE FOR WOMEN
Ten Year Period 1930-1939
Legend:
Freshmen o
Transfers *

One dot represents 10 students

OUT OF STATE STUDENTS

State	Fresh.	Trans.
Ala.	10	19
Ariz.	3	2
Ark.	3	2
Cal.	1	
Fla.		3
Ga.		2
Ill.	3	1
Iowa		1
Ky.	2	3
La.	16	52
Mo.	1	1
N.C.		1
S.C.		1
N.J.		1
Tenn.	7	7
Tex.	4	8
Total	50	104

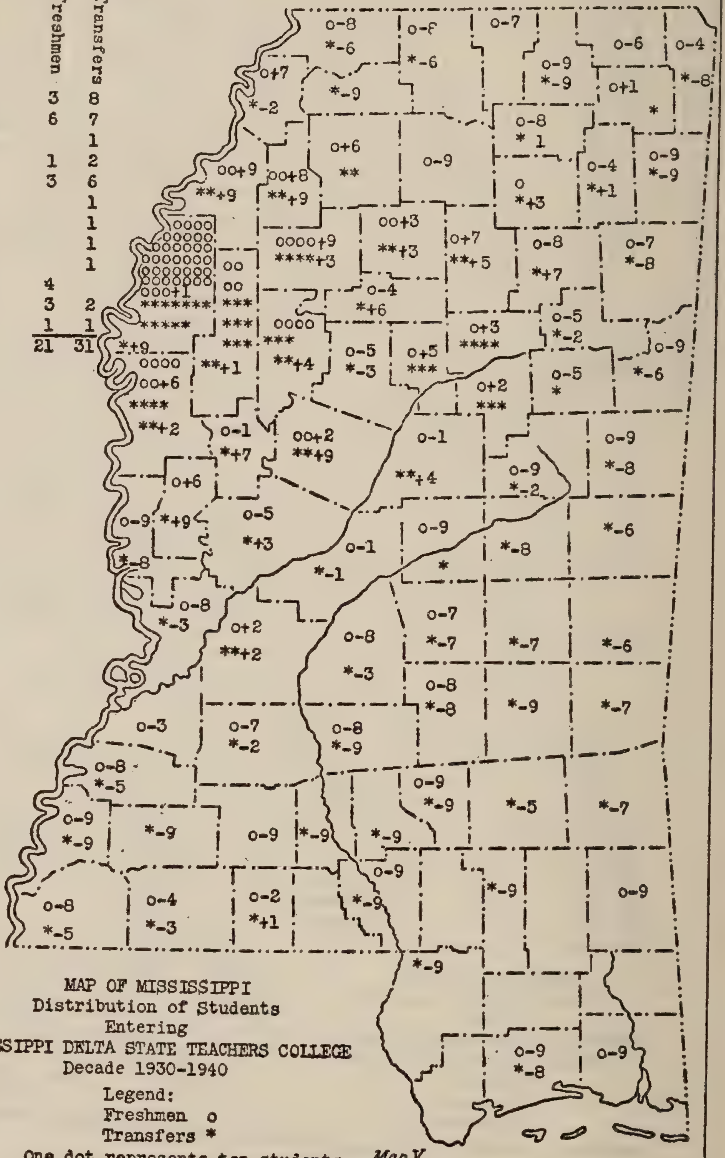

o-7
o-7 *-5
o-9 *-9
o-6 *-2
*-7
* -5
o+6 *+4
*-7
o-8 *-7
o-8 *-5
*-8
o+1 *+8
oo+3 *+9
o-4 *-5
*-9
o-8 *-7
o-2 *
o *+9
o-4 *
o+4 ***+2
*-8
o-9 *-7
o-7 *
o-5 *-5
o-8 *-8
o-8 *+3
o-8 *+4
o-7 *-3
o-1 *-3
o-6 *+2
oo *+5
o-6 *+6
o-9 *+1
o-6 *-5
o *+9
o+8 *+8
o+6 **+8
o+6 *+2
o-5 *-2
o-6 *
oo+3 ***** **+4
ooo+2 ****** **+4
oo+4 ****+4
o-5 *+8
o-1 *-1
o ***+3
oo **+2
oo+2 ***** +4
oo+5 ****** ****+4
oooo+8 *****+7
ooooo+1 **** **+9
oooo+1 ****+1
oo+9 ***+5
o-5 *-6
oo *****+2
ooo+5 ****** **+4
o-4 *
oo+8 **** +6
oooo+6 ******* ******* ***+4
oooo+5 ***+8
o-8 *-7
oo ***
o+9 *****
ooo +4 ***+9
ooo o+1 **+8
o-2 *-3
o+7 ***
o+9 **** +3
ooo +7 **** **+1
oo+4 ***** +6
oo oooo oo+1 *** *+8
ooo+5 ***+1
oooo+8 **+6
oo+1 **** **+1
o+9 ***+2
oo+8 **+6
o+9 **+5
oooo+6 ******+5
oo *+3

MAP OF MISSISSIPPI
Distribution of Students
Entering
MISSISSIPPI SOUTHERN COLLEGE
Ten Year Period 1930-1939
Legend:
Freshmen o
Transfers *
One dot represents 10 students

Map IV

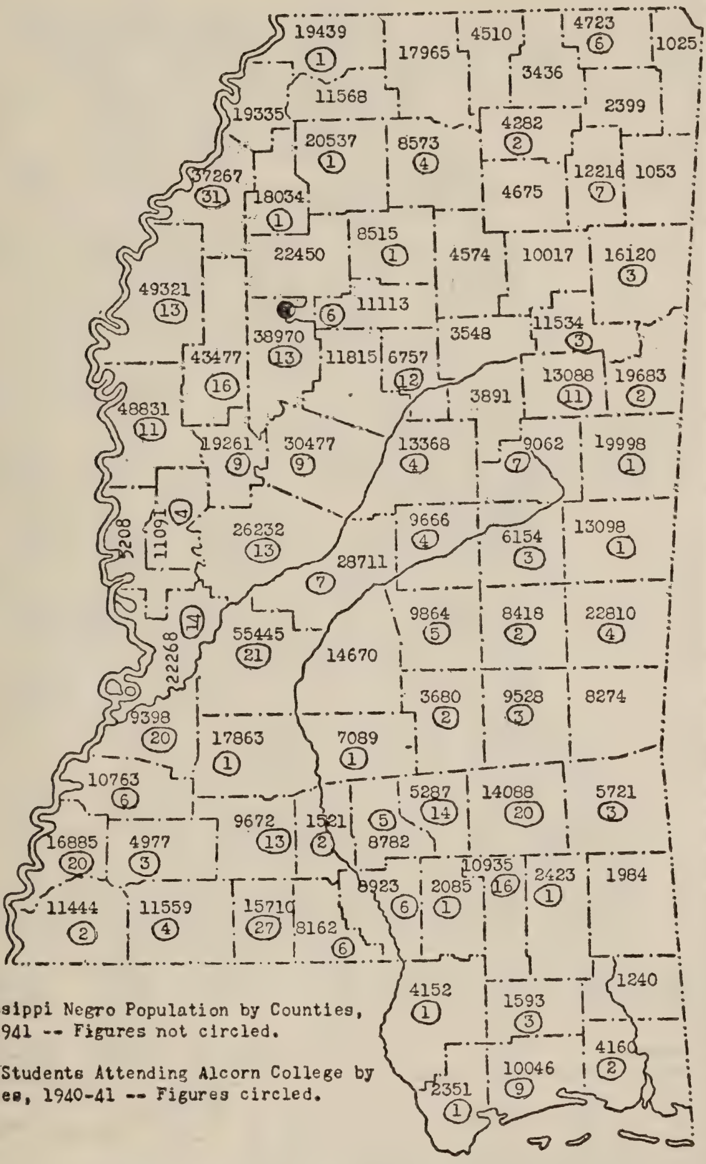
OUT OF STATE STUDENTS

State	Freshmen	Transfers
Ala.	3	8
Ark.	6	7
Fla.		1
Ill.	1	2
La.	3	6
Kan.		1
Ky.		1
N.Y.		1
N.C.		1
Tenn.	4	
Texas	3	2
Va.	1	1
Total	21	31


o-8
*-6
o-8
*-6
o-7
o-6
o-4
*-8
o+7
*-2
*-9
o-9
*-9
o+1
*
o-8
* 1
o+6
**
o-9
oo+9
**+9
oo+8
**+9
o-4
*+1
o-9
*-9
o
*+3
oo+3
**+3
oooo+9
****+3
o+7
**+5
o-8
*+7
o-7
*-8
oooo+1
oo
oo
***
***
***
o-4
*+6
****
*****
oooo
***
**+4
o-5
*-3
o+5
***
o+3
****
o-5
*-2
o-9
*-6
*+9
oooo
oo+6
****
**+2
**+1
o+2
***
o-5
*
o-1
*+7
oo+2
**+9
o-1
**+4
o-9
*-2
o-9
*-8
o+6
o-9
*+9
o-5
*+3
o-1
*-1
o-9
*
*-8
*-6
*-8
o-8
*-3
o+2
**+2
o-8
*-3
o-7
*-7
*-7
*-6
o-8
*-8
*-9
*-7
o-3
o-7
*-2
o-8
*-9
o-8
*-5
o-9
*-9
*-5
*-7
o-9
*-9
*-9
o-9
*-9
*-9
o-9
*-9
o-9
*-9
o-9
o-8
*-5
o-4
*-3
o-2
*+1
*-9
*-9
o-9
*-8
o-9
Map V

MAP OF MISSISSIPPI
Distribution of Students
Entering
MISSISSIPPI DELTA STATE TEACHERS COLLEGE
Decade 1930-1940

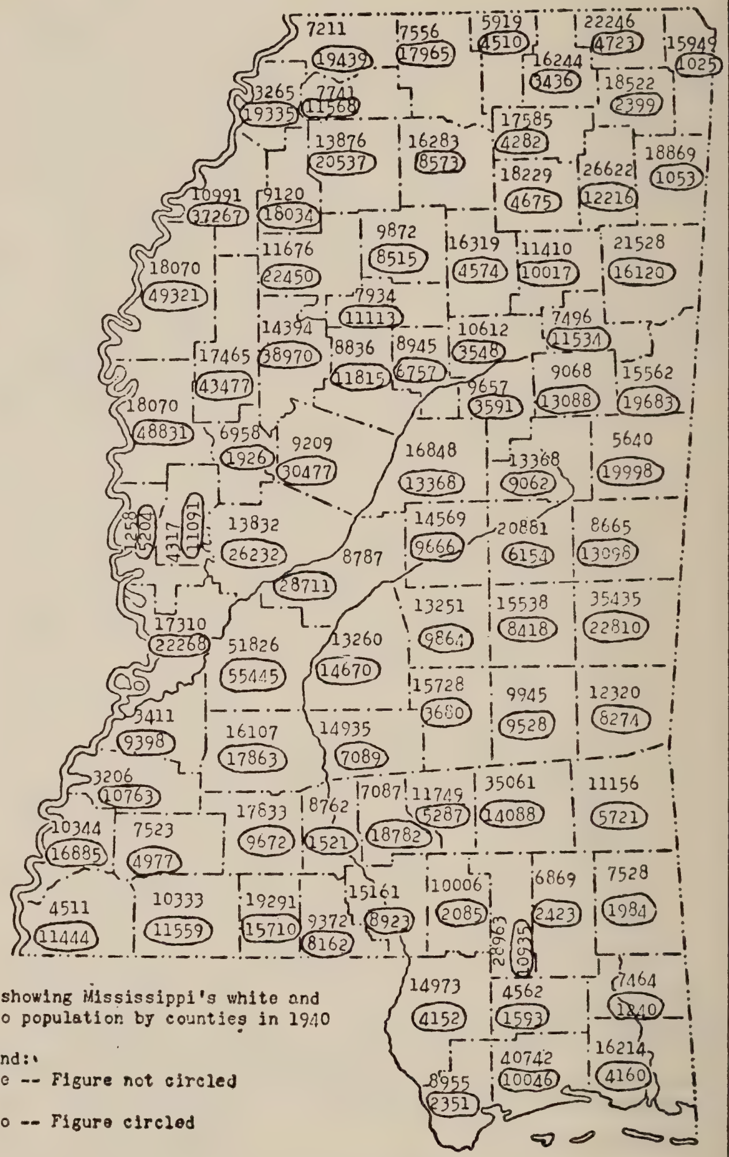
Legend:
Freshmen o
Transfers *
One dot represents ten students


19439 ①
17965
4510
4723 ⑥
1025
3436
11568
2399
19335
4282 ②
20537 ①
8573 ④
37267 ㉛
12216 ⑦
1053
18034 ①
4675
8515 ①
22450
4574
10017
16120 ③
49321 ⑬
11113 ⑥
38970 ⑬
3548
11534 ③
43477 ⑯
11815
6757 ⑫
13088 ⑪
19683 ②
48831 ⑪
3891
19261 ⑨
30477 ⑨
13368 ④
9062 ⑦
19998 ①
5208
11091 ④
26232 ⑬
9666 ④
6154 ③
13098 ①
28711 ⑦
9864 ⑤
8418 ②
22810 ④
22268 ⑭
55445 ㉑
14670
3680 ②
9528 ③
8274
9398 ⑳
17863 ①
7089 ①
10763 ⑥
5287 ⑭
14088 ⑳
5721 ③
9672 ⑬
1521 ②
⑤ 8782
16885 ⑳
4977 ③
10935 ⑯
2423 ①
1984
8923 ⑥
2085 ①
11444 ②
11559 ④
15710 ㉗
8162 ⑥
4152 ①
1240
1593 ③
4160 ②
10046 ⑨
2351 ①

Legend:

Mississippi Negro Population by Counties, 1940-1941 -- Figures not circled.

Negro Students Attending Alcorn College by Counties, 1940-41 -- Figures circled.


7211
19439
7556
17965
5919
4510
22246
4723
15949
1025
16244
3436
18522
2399
3265
19335
7741
11568
13876
20537
16283
8573
17585
4282
18869
1053
18229
4675
26622
12216
10991
37267
9120
18034
9872
8515
16319
4574
11410
10017
21528
16120
11676
22450
18070
49321
7934
11113
7496
11534
14394
38970
8836
11815
8945
6757
10612
3548
17465
43477
9068
13088
15562
19683
9657
3591
18070
48831
6958
1926
9209
30477
16848
13368
13368
9062
5640
19998
1258
5204
4317
11091
13832
26232
14569
9666
20881
6154
8665
13098
8787
28711
13251
9864
15538
8418
35435
22810
17310
22268
51826
55445
13260
14670
15728
3680
9945
9528
12320
8274
3411
9398
16107
17863
14935
7089
3206
10763
7087
18782
11749
5287
35061
14088
11156
5721
17633
9672
8762
1521
10344
16885
7523
4977
15161
8923
10006
2085
6869
2423
7528
1984
4511
11444
10333
11559
19291
15710
9372
8162
28963
10935
14973
4152
4562
1593
7464
1840
16214
4160
8955
2351
40742
10046

Map showing Mississippi's white and negro population by counties in 1940

Legend:
White -- Figure not circled

Negro -- Figure circled

B

SUMMARY OF BUILDINGS AND INVENTORY OF LANDS

TABLE 1

UNIVERSITY OF MISSISSIPPI, OXFORD, MISSISSIPPI

SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Normal Cost of Reproduction, New (1939)*	*Estimated Cost of Needed Repairs (1945)*
Lyceum	1848	Administration and classroom	16,300	2 and 3	Brick and wood	Tin	$112,000	$50,000
Peabody	1913	Classrooms	7,579	2 and basement	Brick and reinforced concrete	Tin	105,000	1,500
Chemistry and Pharmacy Building	1923	Laboratory and classrooms	15,683	1,2,3,4,and basement	Brick and reinforced concrete	Built-up	261,000	7,500
Graduate Building	1929	Classrooms	14,186	2	Brick, steel and concrete	Tile	180,000	500
Library	1911	Library	8,940	3	Brick, steel, and wood	Tin	148,000	4,200
Law Building	1929	Law department	5,589	2 and basement	Brick, steel, and concrete	Tile	135,000	500
Old Medical Building	1907	Science departments	6,642	3 and basement	Brick and wood	Slate	74,000	2,000
Geology Building	1889	Geology department and state geological survey	2,875	2 and basement	Brick and wood	Metal shingle	35,000	3,500
Old Observatory and Physics	1857	Storage	8,706	1 and 2	Brick and wood	Tin	38,600	10,500
Gymnasium	1929	Gymnasium	18,900	1,2, and basement	Brick, steel, and concrete	Tile and copper	150,000	4,500
New Medical Building	1929	Hospital and medical school	9,707	3	Brick, steel, and concrete	Tile	122,000	3,500
Fulton Chapel	1927	Main assembly	10,176	1	Brick, steel, and concrete	Built-up	123,000	3,500
Y.M.C.A. Building	1853	Recreational	3,190	3	Brick and wood	Tin	31,000	5,000

TABLE 1 (Continued)
UNIVERSITY OF MISSISSIPPI, OXFORD, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Normal Cost of Reproduction, New (1939)*	*Estimated Cost of Needed Repairs (1945)*
Old Post office Building	1914	Offices	2,385	1½	Brick and wood	Built-up	$ 11,000	$1,000
Armory	1909	Band house and recreation	7,758	1	Brick and wood	Tin and built-up	25,600	2,500
Cafeteria	1929	Cafeteria	11,524	2	Brick, steel, and concrete	Tile	109,000	
Howry, Barr, Falkner, Longstreet, Vardaman, and Hill Halls	1929	6 boys' dormitories	19,380	3	Brick, steel, and concrete	Tile	246,000	7,200
Deupree, Odom, George, and LaBauve Halls	1920	4 boys' dormitories	12,920	3	Brick, steel, and concrete	Slate	156,000	4,000
Isom Hall	1929	Girls' dormitory	4,380	3	Brick, steel, and concrete	Tile	52,000	2,500
Ward Hall	1920	Girls' dormitory	4,510	3	Brick, steel, and concrete	Built-up	62,000	2,500
Ricks Hall	1903	Married students and staff women	4,000	3	Brick and wood	Built-up	32,000	9,500
Ricks Hall Dining Room	1920	Recreational	2,677	1	Brick and wood	Built-up	12,000	2,500
Music Department Building	1907	Music department	7,882	1	Brick and wood	Slate	30,000	2,500
Power House	1908	Heating and power plant	4,646	1 and 2	Brick and wood	Slate and built-up	21,000	3,000
Auxiliary Heating plant	1929	Heating plant	2,484	1	Brick, steel, and concrete	Composition roll	6,700	
Shop and Store Room	1934	Shop, storeroom, and garage	6,222	1	Brick veneer and wood	Galvanized corrugated iron	9,300	2,000

TABLE 1 (Continued)
UNIVERSITY OF MISSISSIPPI, OXFORD, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Normal Cost of Reproduction, New (1939)*	*Estimated Cost of Needed Repairs (1945)*
Well House	1929	Water supply	196	1	Brick and concrete	Copper	$ 600	
Laundry	1938	Laundry	9,648	1	Brick and wood	Built-up and galvanized corrugated iron	32,100	$2,500
Field House	1929	Athletics	3,934	1½	Brick, tile, and steel	Tile	21,000	1,500
Athletic Field Structure	1937-42	Athletics			Concrete		250,000	
Chancellor's Residence	1857	Dwelling	3,095	2½	Brick and wood	Tin	17,800	4,000
High School	1929	Classrooms	11,636	2	Brick, steel, and concrete	Tile	100,000	6,000
Barnard Hall	1938	Girls' dormitory	7,271	3 and basement	Brick, steel, and concrete	Tile	100,646	2,500
Somerville Hall	1938	Girls' dormitory	5,370	3 and basement	Brick, steel, and concrete	Tile	67,698	2,000
Mayes Hall	1938	Boys' dormitory	5,076	3	Brick, steel, and concrete	Tile	54,625	2,500
Hedleston Hall	1938	Boys' dormitory	3,736	3	Brick, steel, and concrete	Tile	47,711	1,500
Garland Hall	1938	Boys' dormitory	5,076	3 and basement	Brick, steel, and concrete	Tile	56,468	1,800
Leavell Hall	1938	Boys' dormitory	3,976	3	Brick, steel, and concrete	Tile	51,010	1,500
New Physics Building	1939	Classrooms and Laboratories	10,058	2 and basement	Brick, steel, and concrete	Tile	81,460	3,500
New Observatory	1939	Astronomy instruction	2,260	2	Brick, steel, and concrete	Tile	44,920	1,000

TABLE 1 (Continued)
UNIVERSITY OF MISSISSIPPI, OXFORD, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Normal Cost of Reproduction, New (1939)*	*Estimated Cost of Needed Repairs (1945)*
Student Union Building	1939	Student activities	11,508	2 and basement	Brick, steel, and concrete	Tile	$ 92,960	$ 1,000
Swimming Pool	1936	Recreation	15,694	Outdoor	Concrete	None	23,000	
22 Faculty Residences	1939	Faculty residences	34,378	1 and basement	Wood frame	Asphalt shingles	137,100	8,800
1 Eight-Family Apartment Building	1939	Faculty residences	6,974	2	Brick and wood	Asphalt shingles	32,500	1,200
1 Dwelling	1910	Home economics practice house		2	Brick and wood	Asphalt shingles	10,000	250
1 Dwelling	1906	Hull residence		2	Brick and wood	Metal shingles	10,000	750
1 Dwelling	1857	Fink residence		1	Brick and wood	Composition and asphalt shingles	5,000	300
4 Dwellings	1907	Kimbrough, Bell, Hargis, and Brown residence		2	Wood frame	Asphalt and asbestos shingles	30,000	1,600
2 Dwellings	1910	Bishop and Trotter residences		2	Brick and wood	Asphalt shingles	20,000	1,000
8 Cottages		Married students' residences		1	Wood frame	Tin	4,000	4,000
1 Cottage		Golf club		1	Wood frame	Tin	500	
1 Four-Family Apartment (E of R.R.)	1909	Married students' residences		2	Brick and wood	Asbestos shingles	12,000	1,500
2 Dwellings (E of R.R.)		Hume and Ramsey residences		2	Wood frame	Metal shingles	16,000	2,000
2 Dwellings (E of R.R.)		Stone and Lowe residences		1	Wood frame	Metal shingles	9,500	1,500
11 Dwellings (E of R.R.)		Matthews, Boggs, Mounger, Robinson, Bounds, McCoy, McCoy, Ferrell, Tarver, Fudge, Lovelady residences		1	Wood frame	Asphalt shingles and composition	33,500	4,500
						TOTALS	$3,649,298	$200,600

The University claims an interest in twelve fraternity and sorority houses on the campus, equal in value to the 45% grant of the P.W.A. project under which these were constructed; 10 in 1937 and 2 in 1939.

TABLE 2
MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
Lee Hall	1909	Administration and classroom	20,263	3,4,and basement	Brick and wood	Slate and built-up	$204,000	$1,850
Biology Building	1921	Library and classroom	14,478	3 and basement	Brick, steel, and concrete	Slate and composition	190,000	1,000
Engineering Building	1905-21	Classrooms and laboratory	35,388	1 and 3	Brick, steel, and concrete	Built-up—slate composition shingle	336,000	2,285
Chemistry Building	1910	Classrooms and laboratory	10,264	3 and basement	Brick, steel, and concrete	Composition	172,000	2,500
Business Education (Agricultural Building)	1929	Classrooms	12,876	2 and 3	Brick and reinforced concrete	Tile and built-up	133,000	1,132
Textile Building	1900	Agricultural engineering	22,504	1 and 2	Brick and wood	Built-up tile	105,000	1,450
Experiment Station	1929	Offices and classrooms	10,090	3 and basement	Brick and reinforced concrete	Built-up	157,000	1,750
Extension Building	1939	Offices and Laboratory	6,147	3 and basement	Brick and reinforced concrete	Built-up	108,000	
Montgomery Hall	1903	Classrooms and laboratory	9,389	3 and basement	Brick and wood, concrete	Slate and built-up	109,000	700
Student Activity (Old Dairy Building)	1905	Student activities	5,400	2 and basement	Brick and wood, concrete	Slate	30,000	600
Hospital	1902	Hospital	5,393	2	Brick and wood	Composition	35,000	
Cafeteria	1921	Cafeteria	24,544	1 and basement	Brick, steel, wood, concrete	Slate, tin, and built-up	157,000	10,500
Addition to Cafeteria	1940-43	Kitchen, office, and store	1,992	1 and basement	Brick, steel, wood, concrete	Built-up and tin	12,000	

TABLE 2 (Continued)
MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
Athletic Dormitory (New Dormitory)	1929	Dormitory	17,771	1 and 3	Brick and reinforced concrete	Tile and built-up	$152,000	$ 250
Main Dormitory	1880-1904 1907-1917 1921	Dormitory	46,163	3	Brick and wood	Slate, composition	421,000	25,000
Hull Hall	1939	Dormitory	21,589	3	Brick, steel, reinforced concrete, tile	Built-up	242,887	
Magruder Hall	1939	Dormitory	8,134	3	Brick, steel, reinforced concrete, tile	Built-up and composition	100,000	
Y.M.C.A.	1914	Post office, store, recreational	10,467	2 and basement	Brick, steel, and concrete	Built-up, tile	98,000	2,000
Power Plant	1921	Heating and power plant	10,920	1	Brick, steel, and concrete	Built-up	61,000	926
Hydraulics Laboratory	1906	Laboratory	2,400	1	Brick, steel, and concrete	Built-up	9,000	
Laundry	1910-1928 1938	Laundry	4,608	1 and basement	Brick, wood, and concrete	Built-up	17,000	500
Horticultural Greenhouse	1900-28	Flower production	11,860	1	Brick, steel, wood, and glass	Glass	7,900	6,000
Greenhouse Office	1937	Office	1,849	Basement and 1	Brick and wood	Built-up	10,000	
Horticultural Packing House	1904	Packing and storage	1,000	1	Wood frame	Tin	300	
Greenhouse Barn	1940	Barn	2,400	2	Wood frame	Galvanized corrugated iron	1,250	
Field House	1929	Gymnasium	16,500	1	Galvanized corrugated iron	Galvanized corrugated iron	16,500	

TABLE 2 (Continued)
MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
Swimming Pool and Bath House	1935	Swimming	11,600	1	Concrete pool—wood house	Asphalt shingles	$ 22,500	$ 250
Football Field Structure	1926	Football—athletics	12,382	20 Tiers	Steel, wood, and concrete		17,000	1,900
Stadium	1938	Football—athletics, dressing rooms	36,297	45 Tiers	Reinforced concrete—wood and tile		100,000	6,000
Handball Court	1939	Athletics	720	1	Wood	Tin	1,000	
Biology Greenhouse	1921	Greenhouse	2,000	1	Brick, steel, and glass	Glass	1,500	200
Petroleum Products	1939	Laboratory	2,976	1	Brick, reinforced concrete, tile	Built-up	13,000	
Building Shop	1939	Office and carpenter shop	4,439	1	Brick, wood, and concrete	Built-up	10,000	
Buildings Warehouse	1939	Storage	2,040	1½	Galvanized corrugated iron and wood	Galvanized corrugated iron	1,000	
Agricultural Education Shop	1941	Classes in shops	5,000	1½	Brick, wood, and concrete	Composition	10,000	
Extension Storage	1940	Mimeograph and storage	3,200	1	Brick, wood, and concrete	Composition	4,500	
Dairy Products	1937	Classes—milk production laboratory	4,063	1	Concrete, brick-tile	Built-up	16,578	
President's Home	1880	Dwelling	3,252	2	Wood frame	Composition	10,900	500
20 Dwellings	1890-1919	Dwellings	30,774	2	Wood frame	Composition wood shingles or tin	92,400	1,500

TABLE 2 (Continued)
MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
10 Dwellings	1890-1920	Dwellings	20,036	1½	Wood frame	Composition shingles	$ 54,000	$ 1,150
21 Dwellings	1895-1936	Dwellings	40,252	1	Wood frame	Composition or wood shingles	73,000	2,700
4 Dwellings	1939	Dwellings—2 apartments	6,552	2	Brick and wood	Composition and tin	56,000	
3 Dwellings	1939	Dwellings—4 apartments	7,038	2	Brick and wood	Composition and tin	44,150	
16 Single Garages	1910-1941	Garages	3,200	1	Wood and galvanized corrugated iron	Composition and galvanized corrugated iron	1,600	200
17 Double Garages	1910-1941	Garages	6,800	1	Wood and galvanized corrugated iron	Composition and galvanized corrugated iron	2,200	300
6 Four-Car Garages	1939	Garages	3,600	1	Wood and galvanized corrugated iron	Composition and galvanized corrugated iron	1,200	
1 Five-Car Garage	1939	Garage	1,500	1	Wood	Composition	500	
12 C.C.C. Buildings	1942	Temporary housing	20,030	1	Wood frame	Composition	6,000	600
					TOTAL FOR COLLEGE BUILDINGS		$3,423,865	$73,743
		SUMMARY OF BUILDINGS OF SELF-SUPPORTING DEPARTMENTS						
Part-Time Farm								
Dwelling	Unknown	Dwelling	944	1	Wood frame	Galvanized corrugated iron	$ 1,200	$ 2,000
Canning House	1928	Canning house	1,080	1	Wood frame	Composition shingles	1,080	
Milk House	1928	Milk house	288	1	Wood frame	Galvanized corrugated iron	360	
5 Barns	1928	Barns	13,320	1 and 2	Wood frame	Composition and galvanized corrugated iron	9,500	500
Tool House	1928	Tool house	1,200	1	Wood frame	Galvanized corrugated iron	360	
					TOTAL FOR PART-TIME FARM		$12,500	$ 2,500

TABLE 2 (Continued)
MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
		Summary of Buildings of Self-Supporting Departments						
Poultry Department								
1 Brooder House	1929	Brooder house	1,886	1	Tile	Galvanized corrugated iron	$ 1,360	$ 200
1 Incubator	1925	Hatchery	720	1	Wood	Composition	1,000	25
3 Laying Houses	1924-1939	Chicken houses	2,480	1	Tile and wood	Galvanized corrugated iron	1,200	150
8 Breeding Pens	1930	Chicken pens	1,344	1	Tile and wood	Composition	1,600	150
1 Egg Contest House	1933	Egg contest house	1,575	1	Tile and wood	Composition	1,530	200
1 Broiler House	1939	Broiler house	1,760	1	Tile	Composition	1,050	100
Feed House	1914	Feed house	1,152	1	Wood frame	Composition	920	150
11 Range Shelters	1936-1944	Range shelters	528	1	Wood	Metal	550	33
1 Tool and Implement Shed	1939	Storage—implements	368	1	Wood and tile	Composition	200	
					TOTAL FOR POULTRY DEPARTMENT		$ 9,410	$ 1,008
Dairy Department								
2 Dwellings	1920-34	Dwellings	2,168	1	Wood frame	Composition shingles and galvanized corrugated iron	$ 3,750	$ 1,000
Pavilion	1929	Dairy exhibitions	11,264	1	Brick and steel	Composition	20,000	850
2 Milk Houses	1900-28	Milk houses	1,152	1	Brick and wood	Composition and galvanized corrugated iron	1,500	
14 Barns	1900-28	Barns	28,274	1 and 2	Wood frame and galvanized corrugated iron	Wood shingles and galvanized corrugated iron	25,750	10,000
2 Tool Houses	1900	Tool houses	3,000	1	1 wood frame, 1 brick and wood	Metal shingles	1,600	
					TOTAL FOR DAIRY DEPARTMENT		$52,600	$11,850

TABLE 2 (Continued)
MISSISSIPPI STATE COLLEGE, STATE COLLEGE MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
Experiment Station, College Branch								
16 Dwellings	1890-1935	Dwellings	30,000	1	Wood frame	Composition shingles	$ 80,000	$ 5,000
8 Barns (Including Silos)	1900-1935	Barns	43,308	1 and 2	Wood frame	Composition and tin	30,400	4,000
3 Feed Houses	1900-1934	Feed houses	1,080	1	Wood and galvanized corrugated iron	Galvanized corrugated iron	500	
Veterinary Hospital	1935	Veterinary hospital	5,159	1 and basement	Brick	Built-up	20,000	
Canning Plant	1935	Canning plant	4,012	1 and 2	Brick and reinforced concrete	Built-up	18,000	500
Cotton Gin	1936	Gin and warehouse	5,888	2	Brick and wood	Galvanized corrugated iron	10,000	500
3 Tool Houses	1920-1940	Tool houses	12,000	1	Wood frame	Tin and metal shingles	12,000	1,000
			TOTAL FOR COLLEGE BRANCH EXPERIMENT STATION				$ 170,900	$ 11,000
Experiment Station, Delta Branch								
Mule Barn	1940	Feed—animals	6,000	1½	Wood	Tin	$ 12,000	
Dairy Barn	1941	Dairy	1,500	1	Brick and wood	Composition	5,000	
Cold Storage	1935	Cold storage	800	1	Brick	Composition	4,000	$ 500
Gin and Seed Storage	1936	Gin and seed	6,000 Approx.	2	Tile and wood	Metal	60,000	2,000
Office	1928	Office—laboratory	15,000	3	Brick and concrete	Built-up	50,000	4,000
Residences (18)	1904-1940	Staff	11,600	1	Wood	Composition	72,000	5,000
			TOTAL FOR DELTA BRANCH EXPERIMENT STATION				$ 203,000	$ 11,500

TABLE 2 (Continued)
MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
Experiment Station, Poplarville Branch								
Residences (4)	3—1912 1—1938	Staff	3,000	1	Wood	Composition	$ 18,000	$ 1,000
Foreman Residence (2)	1—1912 1—1938	Foreman	1,200	1	Wood	Composition	4,000	500
Tenant Houses (4)	1912	Tenant	1,200	1	Wood	Composition	2,400	400
Barns (3)	1—1912 1—1938 1—1941	Stock, seed, feed	10,000	1½	Wood	Tin	9,000	900
Seed House	1912	Seed	2,000	1½	Wood	Tin	4,000	700
TOTAL FOR POPLARVILLE BRANCH EXPERIMENT STATION							$ 37,400	$ 3,500
Experiment Station, Holly Springs Branch								
Residences (4)	2—Prior 1904 2—1928	Staff residence	3,000	1	1 brick, 3 wood	Composition	$ 20,000	$ 3,000
Barns (4)	3—1920	Livestock	8,000	1½	Wood	Composition	16,000	1,200
Office	1928	Office	800	1	Concrete	Composition	2,500	200
TOTAL FOR HOLLY SPRINGS EXPERIMENT STATION							$ 38,500	$ 4,400
Experiment Station, Natchez Branch								
Residences (2)	1—prior 1928 1—1936	Staff	1,000	2 1	Wood	Composition	14,000	3,000
Office	1929	Office	600	1	Concrete	Composition	2,500	200
Barns (2)	prior 1928	Livestock	2,500	1½	Wood	Tin	8,000	2,000
TOTAL FOR NATCHEZ EXPERIMENT STATION							$ 24,500	$ 5,200

TABLE 2 (Continued)
MISSISSIPPI STATE COLLEGE, STATE COLLEGE, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction*	*Estimated Cost of Needed Repairs*
Experiment Station—Truck Crops Branch—Crystal Springs								
Residence	prior 1938	Staff	900	2	Wood	Composition	$ 7,500	$ 400
Residence	1938	Staff	500	1	Wood	Composition	4,000	300
Office	1938	Office	800	1	Wood	Composition	6,000	400
Barns (2)	prior 1938	Livestock	3,000	1½	Wood	Tin	8,000	1,000
Tenant Houses (3)	prior 1938	Tenants	1,200	1	Wood	Composition	2,400	400
Packing House	1938	Fruits	800	1½	Wood	Composition	1,500	
		TOTAL FOR TRUCK CROPS BRANCH—CRYSTAL SPRINGS EXPERIMENT STATION					$29,400	$ 2,500
Experiment Station, Raymond Branch								
Residence	1920	Residence	800	1	Wood	Composition	$ 7,000	$
Residence	1920	Residence	600	1	Wood	Composition	4,500	500
Seed and Fertilizer Barn	1922	Seed and fertilizer	3,000	2	Wood	Tin	10,000	2,000
Office	1922	Office	500	1	Concrete	Composition	2,000	400
Tenant Houses (2)	1920	Tenants	600	1	Wood	Composition	1,200	300
Mule Barn	Burned							
		TOTAL FOR RAYMOND BRANCH EXPERIMENT STATION					$ 24,700	$ 3,200
Experiment Station, West Point—Field								
Residence	Unknown	Dwelling	1,000	1	Wood	Composition	$ 5,000	$ 2,000
Barns	Unknown	Livestock	2,000	1½	Wood	Tin	7,000	1,500
Office	Unknown	Office	600	1	Wood	Composition	2,000	500
		TOTAL FOR WEST POINT—FIELD EXPERIMENT STATION					$ 14,000	$ 4,000
		GRAND TOTAL ALL BRANCHES EXPERIMENT STATION					$ 542,400	$ 45,300

TABLE 3
MISSISSIPPI STATE COLLEGE FOR WOMEN, COLUMBUS, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs and Replacements*
Whitfield Auditorium	1927	Administration and auditorium	17,310	1	Brick, steel, and concrete	Built-up	$ 186,000	$ 21,300
Academic Hall	1922	Classrooms	10,333	2	Brick, steel, and concrete	Tile	88,000	13,200
Industrial Hall	1902	Classrooms	11,071	3	Brick and wood	Metal shingles	108,000	86,400 Renovation
Martin Hall	1929	Laboratory and classrooms	13,270	3	Brick, steel, and concrete	Tile and built-up	160,000	12,800
Music Hall	1904	Music department	9,619	1,2, and 4	Brick and wood	Slate	95,000	27,500
Nursery School	1929	Classrooms	2,782	1	Brick veneer and wood	Tile	12,000	2,400
Demonstration School	1929	Classrooms	9,820	2	Brick and reinforced concrete	Built-up	73,000	18,500
Science Hall	1906	Classrooms	8,357	3	Brick and wood	Slate	85,000	150,000 Renovation
Physical Education Building	1927	Gymnasium	17,400	1 and basement	Brick, steel, and concrete	Built-up	107,000	26,750
J. C. Fant Library	1929	Library	7,066	2 and basement	Brick, steel, and concrete	Tile and built-up	86,000	14,300 New Stacks, Extension
Old Administration Building	1885	Theatre workshop	5,901	2	Brick and wood	Metal shingles	44,000	17,250
Student Activities Building	1908	Recreational	7,765	2	Brick and wood	Tile and tin	50,000	6,550
New Practice Home	1929	Home management	1,540	2	Brick veneer and wood	Tile	10,000	2,000
New Hospital	1927	Hospital	18,204	1	Brick, steel, and concrete	Built-up	92,000	4,600

TABLE 3 (Continued)
MISSISSIPPI STATE COLLEGE FOR WOMEN, COLUMBUS, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs and Replacements*
Faculty Club	1922	Teachers' home	8,971	1 and 2	Brick and reinforced concrete	Tile	$ 72,000	$12,000
Clubhouse	Sold	Clubhouse	1,200	1	Wood frame	Asphalt shingles	1,800	16,000 New
Main Dormitory	1860	Dormitory	10,197	4 and basement	Brick and wood	Metal shingles	129,000	6,450
Library Annex	1908	Dormitory	5,042	4 and basement	Brick and wood	Tin	63,000	60,000 Renovation
Columbus Hall	1896	Dormitory	4,000	2 and basement	Brick and wood	Metal shingles	45,000	40,000 Renovation
Hastings Hall	1900	Dormitory	5,086	3 and basement	Brick and wood	Metal shingles	58,000	50,000 Renovation
Reneau Hall	1929	Dormitory	6,635	3 and 4	Brick, steel, and concrete	Built-up	101,000	13,500
Peyton Hall	1922	Dormitory	13,210	3 and 4	Brick, reinforced concrete	Tile	182,000	21 840
Fant Hall	1927	Dormitory	14,740	3 and 4	Brick, reinforced concrete	Tile	199,000	23,450
Franklin Hospital	1900	Dormitory	3,347	2	Brick veneer and wood	Asphalt shingles	27,000	6,575
Shattuck Hall	1910	Dormitory and dining hall	23,340	1 and 2	Brick and wood	Metal shingles and built-up	213,000	53,250
Powerhouse	1923	Heating and power plant	5,194	1	Brick and steel	Metal shingles	22,000	3,011.88 In process
Warehouse	about 1935	Warehouse	2,300	1	Galvanized corrugated iron	Galvanized corrugated iron	2,300	600

TABLE 3 (Continued)
MISSISSIPPI STATE COLLEGE FOR WOMEN, COLUMBUS, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs and Replacements*
Carpenter Shop	about 1929	Carpenter shop	2,130	1	Wood frame	Asphalt shingles	$ 2,100	$ 6,000 Repair and enlarge
Laundry	1927	Laundry	4,675	1	Brick and steel	Built-up	12,000	25,750 Repair, enlarge and equip
President's Home	1885	Dwelling	3,032	1 and 2	Wood frame	Asphalt shingles	10,100	10,000
Puckett House**		Dwelling	2,436	2	Brick veneer	Slate	12,600	5,000
Stovall House**		Dwelling	2,195	2	Wood frame	Wood shingles	8,300	5,000
Old Practice Home (Ward)	1914	Dwelling	2,355	2	Brick and wood	Metal shingles	13,000	6,500
Walker Residence*		Dwelling	1,537	1	Wood frame	Asphalt shingles	3,800	1,250
7 Auxiliary Buildings	1934	Garages, greenhouses, etc.	3,676	1	Wood frame	Asphalt shingles	2,300	2,500
TOTAL ESTIMATED COST OF REPRODUCTION, DECEMBER 27,1935							$2,375,300	
Build concrete vault for storage of records								12,500
								$784,726.88

* On property purchased in 1922
** On property purchased in 1927

TABLE 4
MISSISSIPPI SOUTHERN COLLEGE, HATTIESBURG, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
Administration Building	1929	Administration offices	6,205	2	Brick, steel, and concrete	Copper and built-up	$ 141,000	
Science Hall	1921	Classrooms and social center	10,552	3 and basement	Brick, steel, and concrete	Tile	164,000	
College Hall	1912	Classrooms	10,925	3	Brick, steel, and concrete	Tile	152,000	
Demonstration School	1927	Classrooms	21,738	1	Brick, steel, and concrete	Built-up	90,000	
Nursery School	1929	Classrooms	3,099	2	Brick, steel, and wood	Tile	25,000	
Auditorium	1929	Auditorium	9,485	1	Brick, steel, and concrete	Built-up	109,000	
Gymnasium		Gymnasium	7,888	1	Brick veneer and wood	Composition shingles	18,000	
Hospital	1912	Hospital	2,873	2	Brick and wood	Tile	40,000	
Dining Hall	1929	Dining hall	12,955	1	Brick, steel, and concrete	Built-up	116,000	
Hattiesburg Hall	1912	Dormitory	8,900	3	Brick, steel, and concrete	Tile	111,000	$ 2,500 Painting Interior
Forrest County Hall	1912	Dormitory	8,900	3	Brick, steel, and concrete	Tile	111,000	4,000 Furniture for Lobby and Painting Interior
Mississippi Hall	1914	Dormitory	8,900	3 and basement	Brick, steel, and concrete	Tile	128,000	3,500 Painting Interior

TABLE 4 (Continued)
MISSISSIPPI SOUTHERN COLLEGE, HATTIESBURG, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
War Memorial	1918	Bus station	1,417	1	Brick, steel, and concrete	Tile	$ 15,000	
Band Hall	1920		1,505	1 and basement	Brick and wood	Slate	30,000	
Power House and Stack	1934	Heating plant	4,125	1	Brick, steel, and concrete	Built-up	60,000	$12,000 New Boiler
Storehouse	1935	Storehouse	684	1	Wood frame	Tin	500	
President's Home	1912	Dwelling	2,476	2	Brick and wood	Tile	18.000	
8 Faculty Homes	1918-40	Dwellings	11,368	1	Wood frame	Asbestos and wood shingles	35,500	3,000 Repairs and Painting
2 Employee Homes	1920	Dwellings	1,400	1	Wood frame	Composition	3,200	
4 Student Homes	1924	Dwellings	2,176	1	Wood frame	Composition	4,000	1,500 Repairs and Remodel
5 Servant Houses	1912	Dwellings	2,772	1	Wood frame	Composition	3,700	2,000 Roof, Paint, Gen. Repair
Barn	1918	Barn	2,240	1	Wood frame	Galvanized corrugated iron	1,800	
Library	1939	Library		2	Brick, steel, and concrete		100,000	18,000 Book Stacks
Stadium-Dormitory	1939	Dormitory and stadium		2	Concrete and steel	Concrete	140,000	
Swimming Pool and Dressing Rooms	1936	Instruction and recreation			Swimming Pool—concrete Dressing rooms—wood		25,000	
Incinerator to Stadium Dormitory	1944				Brick		1,825	

TABLE 4 (Continued)
MISSISSIPPI SOUTHERN COLLEGE, HATTIESBURG, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
OTHER IMPROVEMENTS AND FIXED ASSETS ON CAMPUS NOT LISTED ABOVE								
Concrete Steam Tunnels							$ 35,000	$26,000 Insulate steam pipes in tunnels and waterproof
Football Field Floodlights and Poles							2,000 5,000	
3 Concrete Tennis Courts	1943						2,400	
Whiteway on Campus							5,538	
Sewer Lines—10,000 ft. 8″ @ 50c ft. 1,500 ft. 10″ @ 50c ft. 3,000 ft. 4″ @ 18c ft.			5,000 750 540				6,290	
Steam Pipes and Fittings in Tunnels							10,000	
Gas Main, 5,000 ft. 3″ Pipe @ 37c ft.							1,850	
Water Main—2,000 ft. 6″ Pipe @ .90 1,200 ft. 4″ Pipe @ .75			1,800 900				2,700	
Electric Lines and Equipment on Campus—		27,000 ft. wire 25 Transformers 50 Poles @ $15 86 Crossarms	574 5,000 750 258				6,582	
Street Paving and Drainage, 2 1/8 miles							80,360	
Concrete Sidewalks	2 1/3 miles						12,358	
							$1,813,603	$72,500

TABLE 5
DELTA STATE TEACHERS' COLLEGE, CLEVELAND, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
Bromm Building	1929	Administration and classrooms	10,436	2 and 3	Brick, steel, and concrete	Tile and built-up	$ 140,000	$ 3,700
Taylor Hall	1915	Classrooms, etc.	4,400	3	Brick and wood	Asphalt shingles	52,185.76	3,500
Hill Demonstration School	1914	Demonstration school	7,348	1 and 2	Brick and wood	Asphalt shingles	75,000	5,200
Scott Hall	1929	Dining Hall	9,270	1	Brick, steel, and concrete	Tile and built-up	56,000	6,000
Hardee Hall	1915	Men's dormitory	4,400	3	Brick and wood	Asphalt shingles	52,474.31	3,500
Cleveland Hall	1926	Women's dormitory	8,493	2 and 3	Brick, steel, and concrete	Tile and built-up	150,000	3,000
Ward Hall	1929	Women's dormitory	6,816	3	Brick, steel, and concrete	Tile and built-up	90,000	3,000
Power Plant	1929	Heating plant	1,080	1	Brick and concrete	Built-up	13,780	1,000
Warehouse	1927	Warehouse	1,536	1	Wood	Galvanized corrugated iron	3,500	375
Laundry	1927	Workshop	1,836	1	Wood and brick	Built-up	10,000	650
Pump House	1929	Sewage disposal	221	1	Brick and concrete	Built-up	900	
Y.M.C.A.	1930	Y.M.C.A.	768	1	Wood	Composition shingles	900	
Garage	1927	Garage	1,620	1	Wood	Composition roll	2,000	
2 Dwellings	1927	Dwellings	4,110	1	Stucco on tile	Tile	17,000	
Barn	1940	Barn	2,000	1	Wood frame	Composition shingles	2,500	500
Roberts Memorial Library	1937	Library	7,212	1	Brick	Tile	65,000	3,300

TABLE 5 (Continued)
DELTA STATE TEACHERS' COLLEGE, CLEVELAND, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
Whitfield	1937	Gymnasium	16,840	2	Concrete	Composition and built-up	$ 85,000	$ 7,000
Recreation (2)	1936	Swimming pool and field house	5,000	1	Concrete	Composition and built-up	55,000	1,500
Cottage	1938	Home management house	2,212	1	Concrete and frame	Shingles	10,000	1,500
Doolittle Annex	1936	Classrooms	4,200	2	Concrete	Built-up	27,500	1,500
Garage	1930	Storage	280	1	Frame	Built-up	900	
							$909,640.07	

COST OF REPRODUCTION (1945) Estimated. To balance with enclosed report sent the budget commission with total should read $907,940.07. This discrepancy is to be found in the inclusion above of the following:

Y.M.C.A.	$900.00	
Garage	900.00	
Deduct pump houses	100.00	
		$ 1,700.00
		907,940.07
		$909,640.07

NECESSARY REPAIRS (1945) $ 46,225

TABLE 6
ALCORN A. & M. COLLEGE, ALCORN, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
Administration Building	1929	Administration offices	4,631	1 and 2	Brick and reinforced concrete	Tile and built-up	$ 27,000	$ 250
Chapel	1930	Auditorium and office	7,345	2 and balcony	Brick and wood	Tin	73,000	1,075
Science Building	1929	Classrooms and laboratories	10,600	3	Brick and reinforced concrete	Built-up	100,000	
Power Industrial Hall	1917	Trades building	8,416	1	Brick and wood	Built-up	17,000	5,800
Practice School	1924	Teachers' laboratory	4,660	1	Brick and wood	Composition roll	10,000	
Music Studio	1903	Music studio	1,804	1	Wood frame	Tin	4,000	500
Hospital	1913	Hospital	2,659	1 and 2	Wood frame	Wood shingles	9,500	2,000
Dining Hall	1915	Students' Dining Hall	9,920	1	Wood frame	Metal shingles	15,000	6,160
Academic Hall	1921	Boys' dormitory and classrooms	4,266	3	Brick and reinforced concrete	Slate	43,000	1,150
Mississippi Hall	1907	Boys' dormitory	3,690	3	Brick and wood	Tin	26,000	1,895
Belles Lettres	1830	Boys' dormitory	2,640	2	Brick and wood	Tin	16,000	750
3 Men's Dormitories	1830	College men's dormitories	7,104	2	Brick and wood	Slate	39,000	3,335
College Women's Dormitory	1929	College women's dormitory	4,680	2	Brick and reinforced concrete	Tile	33,000	350
Truly Hall	1903	Girl's dormitory (being torn down)	4,275	2 and basement	Brick and wood	Tin	27,000	
Rowan Model Home	1830	Home economics practice	2,346	1 and basement	Brick and wood	Wood shingles	7,000	

TABLE 6 (Continued)
ALCORN A. & M. COLLEGE, ALCORN, MISSISSIPPI
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
Boiler Room	1929	Heating plant	1,456	1	Galvanized corrugated iron	Galvanized corrugated iron	$ 2,300	
Engine Room	1929	Power plant	740	1	Galvanized corrugated iron	Galvanized corrugated iron	1,100	$ 8,700
Pumping Station	1928	Water supply	220	1	Brick and concrete	Built-up	500	
Laundry	1915	Laundry	3,200	1	Wood frame	Metal shingles	4,500	700
President's Home	1830	Dwelling	3,366	1 and 2	Wood frame	Wood shingles	12,500	
21 Dwellings	1830-1904-1920 1929-1935	Teachers' homes	14,000	1	Wood frame	Wood and composition shingles	44,000	4,750
Farm Buildings	1904-1935 1937	Barns, shop, etc.			Wood frame	Wood and composition shingles	10,200	5,450
Lanier Hall	1939	College women's dormitory	10,000	2	Brick, concrete, and wood	Tile	63,000	
Dairy Barn	1944		2,988	1	Concrete blocks	Metal	7,500	
					Total estimated cost of reproduction		$592,100	$42,865 (Already allowed and work under way)

EQUIPMENT AND FURNITURE (This probably needs revaluing)	$108,400
ROADS AND WALKS	6,000
	$114,400

TABLE 7
JACKSON STATE COLLEGE FOR NEGROES
SUMMARY OF BUILDINGS

Building	*Date Erected*	*Principal Use*	*Ground Area Square Feet*	*Number of Stories*	*Type of Construction*	*Roofing*	*Estimated Cost of Reproduction, New*	*Estimated Cost of Needed Repairs*
Ayer Hall	1903	Men's dormitory, nursery school bookstore—president's office—classrooms for art, recreation and music	5,340	3	Brick and wood	Built-up composition	$ 45,000	$ 7,500
Barrett Hall	1903	Women's dormitory, dining hall, classroom for typing	5,340	4	Brick and wood	Slate	60,000	
Practice School	1926	Practice school for teachers—grades 1 to 8, elementary school	3,675.75	1	Brick and wood	Slate	10,200	250
Farm Cottage	1915	Home for farm foreman	999	1	Frame	Composition	2,500	
President's Cottage	1940	President's home	1,775.50	1	Frame	Composition	5,000	1,000
Barn	1942	General barn building—dairy	4,800(?)	1½	Frame	Composition	3,500	1,112 Repair fence 1,500 addition
Paul B. Johnson Hall	1944	Library, classrooms, business office, dean and registrar's office	10,880	1-front section 2-back section	Semifireproof	Built-up	70,000	6,125
Health Center	1944	College and community health service	3,600	1	Semifireproof	Built-up	28,000	
		GRAND TOTALS	36,410.25				$ 224,200	$ 17,487 (Already provided for and work under construction)

This became a state institution in 1940—Roads, walks, and campus being improved.

INVENTORY OF ALL LANDS

OWNED BY UNIVERSITY OF MISSISSIPPI, A STATE INSTITUTION OF HIGHER LEARNING

Name or Description of Land According to Use	*Number of Acres*	*Location According to Counties with Direction and Distance from Nearest Town*	*Original Cost (If Any)*	*Present Value*	*Annual Income (If Any)*
University Site (Campus)	640	Lafayette, west about 1 mile from Oxford, Mississippi	$1.00	$ 12,800.00	
Federal Grant	23,040	Yellow pine district of Harrison and Jackson Counties	00	115,200.00	
	23,680			$128,000.00	

INVENTORY OF ALL LANDS

OWNED BY MISSISSIPPI STATE COLLEGE, A STATE INSTITUTION OF HIGHER LEARNING

Name or Description of Land According to Use	*Number of Acres*	*Location According to Counties with Direction and Distance from Nearest Town*	*Original Cost (If Any)*	*Present Value*	*Annual Income (If Any)*
College Proper	4,334	Oktibbeha County, State College, 2 miles east Starkville		$345,695.00	
Experiment Station:					
Delta Branch Station	3,404	Washington County, 1 mile N.W. from Leland		120,000.00	
Poplarville Branch Station	1,094	Pearl River County, west side city limits Poplarville		22,000.00	
Holly Springs Branch Station	407	Marshall County, ½ mile N.W. from Holly Springs		18,950.00	
Crystal Springs Branch Station	176	Copiah County, 2½ miles south Crystal Springs		6,500.00	
Natchez Branch Station	327	Adams County, 2½ miles N.W. Washington		–0–	
Raymond Branch Station	169	Hinds County, 1 mile east Raymond		8,450.00	
West Point Field Station	160	Clay County, 4 miles east of West Point		8,000.00	
Total land	10,071			$529,595.00	

INVENTORY OF ALL LANDS

Owned by Mississippi State College for Women, a State Institution of Higher Learning

Columbus, Mississippi

Name or Description of Land According to Use	*Number of Acres*	*Location According to Counties with Direction and Distance from Nearest Town*	*Original Cost (If Any)*	*Present Value*	*Annual Income (If Any)*
All of square 29 through 32 and 35 through 38 and fractional squares					
39-40-41-32 and F. 36 less S.E. corner S.E. one quarter south main Sec. 16 T. 18 R. 18 west					
Above description taken from lease hold rent receipt City of Columbus	43*	Lowndes County in City of Columbus	Gift	$190,000.00**	
Campus 1,100 acres south Mississippi land	1,100	8 quarter sections in Greene County, near Leakesville, Mississippi, 320 acres	Land Grant	5,500.00**	
	1,143			$195,500.00	

* Approximate
**Book value

INVENTORY OF ALL LANDS

Owned by Mississippi Southern College, a State Institution of Higher Learning

Hattiesburg, Mississippi

Name or Description of Land According to Use	*Number of Acres*	*Location According to Counties with Direction and Distance from Nearest Town*	*Original Cost (If Any)*	*Present Value*	*Annual Income (If Any)*
College Campus	20	Forrest County—within city limits	Donation (H. A. Camp)	$ 4,000.00	None
College Campus	80	Forrest County—within city limits	Donation (A. A. Montague and T. E. Ross)	16,000.00	None
College Campus	20	Forrest County—within city limits	Donation	4,000.00	None
Golf Course	80	Forrest County—3 miles west of Hattiesburg	8,000.00	12,000.00	None
Dwelling	2 lots	Forrest County—26th Avenue, Hattiesburg	3,500.00 plus ($125.00 for Quit-Claim Deed)	4,500.00	None
Forest Land	40	Lamar County—10 miles west of Hattiesburg	Donation (W. A. Johnson)	400.00	None
Forest Land	640	Lamar and Forrest Counties—4 miles west of Hattiesburg	Donation (J. J. Newman Lumber Co.)	6,400.00	None
	880			$47,300.00	

Land donated by the Trustees to the Mississippi State Highway Department on which the Paul B. Johnson bypass is constructed.

A strip of land fifty feet wide, beginning at the intersection of Hardy Street and Twenty-sixth Avenue on the North side of Hardy Street and the West side of Twenty-sixth Avenue, running North to Quinn Street, thence West fifty feet, thence South to Hardy Street, thence East to the intersection of Twenty-sixth Avenue and Hardy Street to place of beginning, this being all the land between Twenty-sixth Avenue and the Mississippi Normal College grounds, said property being in Hattiesburg Heights, Second Survey of the City of Hattiesburg, according to the official plat on file in the Chancery Clerk's office at the Court House in Forrest County, being further described as situated in the S.W. 1/4 of the N.W. 1/4 of Section 8, Township 4 North, Range 13 West, City of Hattiesburg, Forrest County, Mississippi.

This strip of land consists of 1 1/7 acres and originally cost $900.00.

INVENTORY OF ALL LANDS

Owned by Alcorn A & M College, a State Institution of Higher Learning

Name or Description of Land According to Use	*Number of Acres*	*Location According to Counties with Direction and Distance from Nearest Town*	*Original Cost (If Any)*	*Present Value*	*Annual Income (If Any)*
Campus	94	Claiborne County, 14½ miles southwest of Port Gibson	No Record	$15 per acre 1,410.00	No cash income
Farm Land	210	Claiborne and Jefferson Counties, 14 to 15 miles southwest of Port Gibson	No Record	3,150.00	4,200.00
Pasture	198	Claiborne and Jefferson Counties, 14 to 15 miles southwest of Port Gibson	No Record	2,970.00	2,625.00
Wood Land	208	Claiborne and Jefferson Counties, 14 to 15 miles southwest of Port Gibson	No Record	2,080.00	300.00*
Truck and Garden	18½	Claiborne County, 14 miles southwest of Port Gibson	No Record	278.00	720.00
Poultry Farm	8½	Claiborne County, 14½ miles southwest of Port Gibson	No Record	128.00	75.00*
Lots and Paddocks	20	Claiborne County, 14½ miles southwest of Port Gibson	No Record	300.00	No cash income
Non Usable	12	Claiborne and Jefferson Counties, 14 to 15 miles southwest of Port Gibson	No Record	00.00	00.00
TOTAL	769			$10,316.00	$7,920.00

*Estimated

All lands lying partially in Jefferson County are from 18 to 20 miles from Fayette, the county site of Jefferson, north.

INVENTORY OF ALL LANDS

Owned by Mississippi Delta State Teachers College, a State Institution of Higher Learning

Name or Description of Land According to Use	*Number of Acres*	*Location According to Counties with Direction and Distance from Nearest Town*	*Original Cost (If Any)*	*Present Value*	*Annual Income (If Any)*
Bolivar County Agricultural High School Land	120	City of Cleveland, Mississippi	$35,000.00	$ 60,000.00	
J. L. Smith Property	10	City of Cleveland, Mississippi (Adjoining campus)	3,000.00	4,000.00	
Ivy G. Hill Addition	10	City of Cleveland, Mississippi (Adjoining campus)	3,000.00	4,000.00	
	140			$ 68,000.00	

INVENTORY OF LAND, LOTS OR BUILDING SITES (EXCLUSIVE OF BUILDINGS) OWNED BY STATE DEPARTMENTS AND INSTITUTIONS

Jackson College

Name or Description of Land	*Number Acres*	*Location*	*Original Cost (If Any)*	*Present Value*
College Campus and Adjacent Farm Land	50	Between Lynch Street and the Y. & M.V.R.R.; Dalton Street and East View Street, except about 5 acres on the extreme West end plot	Present debt Free to the State	$20,800

C

DIFFUSION OF GRADUATES

TABLE I
NUMBERS AND TYPES OF DEGREES GRANTED
DECADE 1931-1940
FIVE WHITE INSTITUTIONS

Type of Degree	*University of Mississippi*	*Mississippi State College*	*Mississippi State College for Women*	*Mississippi Southern College*	*Delta State Teachers College*	*Total*
1. Master of Arts	196	*				196
2. Master of Science	34	*				34
3. Bachelor of Arts	1001		665			1666
4. Bachelor of Science	9		1158	1779		2946
5. LL. B.	313					313
6. B.S. in Agriculture		1118				1118
7. B.S. in Business		482				482
8. B.S. in Commerce	339					339
9. B.S. in Com. Avia.		17				17
10. B.S. or B.A. in Education	133	176			746	1055
11. B.S. in Engineering		2				2
Aeronautics		42				42
Civil	19	185				204
Chemical	63	20				83
Electrical		292				292
Elect. and Mech.		9				9
Mechanical		154				154
12. B.S. in Music	2		33	15		50
13. B.S. in Pharmacy	99					99
14. B.S. in Phys. Ed.	4	20				24
15. B.S. in Science		324				324
16. Medical Certificates	198					198
TOTAL	2410	2841	1856	1794	746	9647

*Data on graduate degrees were not supplied by Mississippi State College

TABLE II
FIRST EMPLOYMENT AFTER GRADUATION
DECADE 1931-1940
FOUR HIGHER INSTITUTIONS
(Data not furnished by Mississippi State College)

	University of Mississippi	*Mississippi State College for Women*	*Mississippi Southern College*	*Delta State Teachers College*
Business Employees	310		6	13
County Agents				
Engineers				
Farmers	22		3	
Government Employees	112		5	9
Graduate Students	263	29	5	2
Housewives	113			10
Home Demonstration Agents		3		
Home Management		2		
Hospital Employees		5		
Laboratory Technicians		29		
Lawyers	248			
Ministers			4	2
Newspaper Employees		2		
Nutritionists		1		
Physicians	9			
Secretaries and Office Workers		89		
Social Service Workers		8		
Teachers	442	1203	921	338
Own Business	40		1	2
All Other	73	20		5
Unemployed	12			1
Unaccounted for	766	465	849	364
Total Graduates	2410	1856	1794	746

TABLE III

LOCATION OF FIRST EMPLOYMENT AFTER GRADUATION
DECADE 1931-1940
FIVE WHITE INSTITUTIONS

Location	*University of Mississippi*	*Mississippi State College*	*Mississippi State College for Women*	*Mississippi Southern College*	*Delta State Teachers College*	*Total*
Inside Mississippi	1073	*	1239	289	608	3209
Outside Mississippi	386	*	150	8	58	602
Location Unknown	951	*	467	1497	80	2995
TOTAL	2410	*	1856	1794	746	6806

*Information not furnished

LOCATION OF PRESENT OCCUPATION OF GRADUATES
DECADE 1931-1940
FIVE WHITE INSTITUTIONS

Location	*University of Mississippi*	*Mississippi State College*	*Mississippi State College for Women*	*Mississippi Southern College*	*Delta State Teachers College*	*Total*
Inside Mississippi	1067	1219	*	208	199	2693
Outside Mississippi	438	470	*	41	61	1010
Location Unknown	905	1152	*	1545	486	4088
TOTAL	2410	2841	*	1794	746	7791

*Information not furnished

TABLE IV

PRESENT EMPLOYMENT OF GRADUATES
DECADE 1931-1940
FOUR HIGHER INSTITUTIONS

(Data not furnished by Mississippi State College for Women)

	University of Mississippi	*Mississippi State College*	*Mississippi Southern College*	*Delta State Teachers College*
Business Employees	196	300	14	27
County Agents		62		
Engineers		131		
Farmers	32	56		2
Government	192	270	17	68
Graduate Students	71	13		5
Housewives	295		135	78
Home Demonstration Agents				
Home Management				
Hospital Employees				
Laboratory Technicians				
Lawyers	233			
Ministers	11	3	6	1
Newspaper Employees				
Nutritionists				
Physicians	127	17	3	
Secretaries and Office Workers				
Social Service Workers				
Teachers	212	226	121	116
Own Business	120	87	1	2
All Other	6	26	5	
Unemployed	5	1	2	
Unaccounted for	1307	1641	1490	446
Deceased	3			
Total	2410	2841	1794	746

D

LIST OF SOURCE MATERIAL IN THE BOARD OFFICE

I. Professional Personnel Record of all faculty members

This is a permanent individual personnel record form giving all personal, educational, and professional data.

II. North Central Association evaluation schedules from each institution as follows:

1. Faculty personnel, 7 schedules
2. Curriculum, 4 schedules
3. Instruction, 4 schedules
4. Library, 7 schedules
5. Student personnel service, 11 schedules
6. Administration, 5 schedules
7. Institutional study, 5 schedules
8. Athletics, 6 schedules

III. Information on courses offered in all white institutions, session 1939-40

IV. Data from each institution on graduates and former students for the period from September, 1930 through the summer session 1940

V. Replies from letters sent to:

(except restricted replies marked confidential)

1. Members of the Mississippi Legislature
2. All practicing physicians
3. Service club officials
4. Faculty members of seven institutions under the Board
5. Faculty members of public junior colleges
6. Faculty members of private junior and senior colleges
7. Officials of agricultural, business, and industrial organizations
8. Certain leading citizens

VI. Miscellaneous

1. College catalogs of various dates, some student publications, books and articles published by faculty members, bulletins and various articles concerning the colleges, college life, and activities
2. *Report of Committee on Curriculum and Courses of Study of Higher Institutions of Learning in Mississippi* including junior colleges, public and private
3. Mississippi Development Board, *Mississippi, America's State of Opportunity,* Jackson, Miss., 1944

4. *Report on Functions of State Institutions of Higher Learning in Mississippi*, Division of Surveys and Field Studies of George Peabody College for Teachers, Nashville, Tennessee, 1933
5. O'Shea, M. V., *A State Educational System at Work*, Jackson, Miss., 1927
6. Mississippi State Tax Commission, *Bulletin Number* 28, showing receipts and disbursements and change in debt position in Mississippi from July 1, 1942 through June 30, 1944

E

STUDENT ENROLLMENT AT STATE INSTITUTIONS OF HIGHER LEARNING*

	1937-38	**1938-39**	**1939-40**	**1940-41**	**1941-42**	**1942-43**	**1943-44**	**1944-45**
University of Mississippi	1316	1382	1482	1473	1347	1188	631	713
Mississippi State College	2178	2286	2327	2256	2142	2004	421	404
Mississippi State College for Women	1008	1092	1219	1192	1203	994	912	872
Mississippi Southern Col.	951	971	1102	947	667	533	245	260
Delta State Teachers Col.	305	340	360	383	344	251	159	162
Alcorn A&M College	293	352	455	452	463	346	173	173
Jackson College	94	101	143	105	126	187	156	235

---

*As furnished by the Board's central office.

F

RECOMMENDATIONS FOR 1945 SUMMER SCHOOLS

The summer schools of the institutions under the control of this Board have evidently grown up through the years without coordination. They have rarely had allotments of Board funds but have been financed largely by student fees, supplemented by minor contributions from county institute funds, and by occasional small gifts from foundations for special purposes. The DSTC summer school several times has had allotments from the Board's contingent fund. All the summer schools have had without cost the use of the institutional plants and in rare instances the services of operational personnel.

At the University, State College, Southern, and DSTC, the summer schools have supplemented the annual salaries of administrative, faculty and service personnel who have been selected for summer school work. In 1944 these supplements were approximately $150.00 for eleven weeks at the DSTC (unlike the other white colleges, this institution employs its professional staff on a twelve months' basis, and requires summer school teaching two summers out of every three); $290.00 to $450.00 (medical school, $911.00) for sixteen weeks at the University; $730.00 for eleven and one-half weeks at Mississippi Southern; and from about $300 to $700 at State College. MSCW has had no summer school. Summer school enrollments in 1944 were: DSTC 265; University 485 first term, 325 second term; Mississippi Southern 395 first term and 311 second term; State College 812.

The summer school funds for the white institutions have been budgeted separately. Copies of the 1944 budgets and lists of professional personnel and service personnel showing regular salaries and summer school supplements will be attached hereto.

At the Negro colleges—Alcorn and Jackson—the summer schools are an integral part of the year's work and there have been no separate summer school budgets. The low summer school fee—$4.00 for twelve weeks—has gone into the general college funds. The regular faculty members have received no supplement to their annual salaries for summer school work. The approximate enrollments were: Alcorn, 300; Jackson, 1000.

The above information, along with much additional information concerning enrollments, offerings, needs, et cetera, was obtained from written reports from the presidents or the summer school directors, and from a conference with them. Based thereon the Study Staff concludes (1) that considering limitations, financial and other, the summer schools have doubtless rendered an important educational service though they have been compelled to improvise their finances as best they could; (2) that while the Study will make basic recommendations concerning summer school policies, these cannot be presented in time to be made effective in the 1945 summer schools; and (3) that the 1945 summer schools should be operated on approximately the same bases as the 1944 summer schools but under the limitations of the following recommendations:

1. That the Board approve the summer schools for 1945 by the University of Mississippi, State College, Southern, DSTC, Alcorn and Jackson College with the understanding that the summer schools at each institution shall be essentially like the summer school of 1944, except as hereinafter provided;
2. That a budget of receipts and disbursements for 1945 (essentially like that of 1944) be submitted to the Board by March 15 by each institution.
3. That, if possible, the Board appropriate $8,500.00 ($3500.00 in 1944) to the DSTC for its 1945 summer school, to enable this institution to supplement its regular faculty members' annual salaries by $300.00.
4. That, if possible, the Board appropriate $4500.00 to enable Alcorn College to pay a summer school supplement to the salaries of its regular faculty members (it is understood that a similar recommendation for Jackson College would not be legal due to the

fact that this institution's legislative appropriation is separate from the general appropriation for all the other institutions); the figure $4500.00 being agreed on to make possible an increase for faculty members at Alcorn proportionate to that granted at Jackson College this year.

5. That the Board approve the proposed increase in fees at Alcorn and Jackson College from $4.00 to $9.00.
6. That good administrative practice suggests that the Board should determine whether or not a college president shall receive a salary supplement for serving as summer school director.
7. That summer school supplements be paid to administrative officers, faculty members, and service personnel only in proportion to the time devoted to summer school work;
8. That the Board request each institution to submit not later than October 1, 1945, (on forms to be worked out by the Executive Secretary) the following information concerning its 1945 summer school:
   (a) the detailed budget, listing revenue receipts and the sources thereof, and expenditures; (b) a list of personnel paid summer school supplements, showing name, position, summer school supplement, and total annual salary paid by the institution; (c) courses offered and average attendance of students for each term of the summer school; and (d) other information deemed necessary for future planning;
9. That the Board approve work conferences, short courses, cooperative graduate courses under proper supervision, and certain other features already announced for the 1945 summer schools.

G

ALCORN COLLEGE — A SKETCH OF THE POWER OF A GREAT TRADITION

(The following historical sketch was written by one of the consultants from impressions received during a visit to Alcorn. While not properly a part of the Study, it serves to illustrate a viewpoint which may explain why it has been difficult for Alcorn to function as an agricultural and mechanical college.)

The Alcorn A. & M. College is one of the best examples of the force and longevity of tradition this writer has ever seen.

The tradition is that of a liberally educated man and woman; but it is more. It is also the tradition of the great period in the Southern Plantation. It is the tradition of cultivated men, of gallant gentlemen and gracious womanhood; the tradition that had its physical setting in the great columns reaching straight down through the ages from Greece, through the Renaissance, to the Mississippi Valley.

One hundred and fifteen years ago—in 1830—the great planters of the lower Mississippi River decided to build a college for their sons. These planters lived intellectually in the great Greek tradition of the liberal arts. They built their college in the fashion of that tradition, much as **Thomas Jefferson** at Charlottesville, built the Univeristy of Virginia.

This college the planters called "Oakland College". They built their noble structures in a semi-circle above a sloping mall, looking toward the West, and to the Mississippi. They staffed the College with men learned in the ancient classical languages, the fit subjects for the instruction of young men destined to be gentlemen and scholars, statesmen and soldiers. For miles around on both sides of the great river, great houses provided occasional entertainment for the professors, and for the sons of the planters, who came to perfect themselves in the arts of the gentlemen and scholar in this idyllic spot.

Disaster hovered over the new foundation. In 1837 the national bank panic dissolved the considerable endowment funds the college had already accumulated. The river continued to recede, making what had once been a by-way on a great water highway, an inaccessible wilderness. In 1861 the War called to arms the few scholars who remained.

The War over, and the great houses sunk in decay or vandalized by marauders, there was no place in the ravaged society for a college for the sons of wealthy planters. In fact, there was no society, there were few sons, and there were no wealthy planters. Oakland College never opened its doors, after the closing in 1861.

The Negroes for whom such generous provision was made in Oakland's curving chapel gallery were now free. What was freedom to them? They knew only two traditions. One was that of the slave; the other was that of the master. The master, they knew, had been a man who was a gentleman and a scholar. The master had been a man who had studied Latin and Greek. The master had been a man who was eloquent, and who spoke a language which the slave did not always understand, but which he knew was grand and learned.

The slave knew also, after a fashion, what Freedom was when defined by the Mistress of the Big House. She was a Lady; she dressed in the latest fashions brought from Paris; and on an evening the Great Lady of the Great House dressed formally, and entertained her guests with a gracious ease which was a natural part of her life, and the life of the civilization of which she was a part.

This being Freedom—at least, for many of the Negroes—how was it to be achieved? Manifestly, by EDUCATION. And what *Education?* Why, the Education for such a Freedom could be none other than the *Education* the Master treasured. If Latin and Greek had been the tools suitable for fashioning such a man,—reasoned the ex-slave—those subjects were the tools he needed to produce in him the same elegance, eloquence, and wit and gallantry. And, if to be a Great Lady was to wear formal clothes, and to entertain graciously inside a great house—then the former maid knew what she needed to do to become a Great Lady.

ALCORN COLLEGE — DIRECT DESCENDANT OF OAKLAND COLLEGE

This was the setting for the purchase, in 1871, of the Oakland College property for the use of a university for Negroes. The College opened with Hiram Revels, Negro reconstruction politician, as president. It rejoiced in the fabulously large—for those days—appropriation of $50,000 a year, from the State. Revels recruited his faculty from such Negroes as he could find who had received—at least partially—a classical education in the North. As soon as the Negro mission colleges in the South began to graduate men and women from their liberal arts curricula, they were added to the Alcorn faculty. Most of these new recruits came from Fisk University, the child of New England—and classical—humanitarianism.

From 1871-1878, therefore, at Alcorn *University*, one can imagine the recently freed Negroes trying to develop an educational institution that was the most exact prototype of Oakland College that their powers could devise. Here, under the same noble columns where once had passed the sons of planters, in training to be gentlemen and scholars, now passed the sons and daughters of slaves and ex-slaves; and, indeed, there passed the slaves themselves.

They were carrying on a great tradition. What they did was altogether pretentious, and, to many, more than ridiculous. And yet, as we look back upon what they did, the enthusiasm they had for the tradition, or what they understood of it; and the earnestness with which they followed after the flickering light of that great tradition; and the tenacity with which they held to that great tradition; all these are, in a very real sense, a tremendous tribute to the vitality and the force of that tradition. It was a tradition so strong that the ex-slave valued it above all else; and at Alcorn one must think of the "professors" of Greek and Latin among the newly liberated slaves, feeling themselves the direct descendants of their white predecessors in their professorial chairs, feeling themselves, indeed, the direct descendants of the men who lectured to students two thousand years before in Athens, under columns much the same in their symmetric beauty.

In 1878—with Reconstruction completed, politically—the State of Mississippi qualified Alcorn University as the recipient of the Negro share of the Morrill Land-Grant Scrip Funds. The name was changed to the Alcorn Agricultural and Mechanical College.

But the change of name meant little. It is highly important to realize this fact. The professors remained the same; the lofty columns remained the same; the subjects of instruction remained the same; and the great tradition was still the great tradition of Oakland College, a college for the training of gentlemen and ladies. It is significant that in all college catalogues—in all college annuals—it is pointedly stated that "the reorganization and renaming of *Alcorn University*" was designed— not to contribute to the education of the masses in agriculture and the mechanic arts; not to exert the direct lever of education based upon the needs of the people—*"but to comply with the act!"*, in other words, to get the money without performing the deed.

And this was Alcorn—*nee* Oakland College—and this it has basically remained.

It is true that, over the years, the college has received but little additional money. Perhaps its authorities would have, more vigorously, promoted programs of vocational education, had the funds been available; but with the foundation resting upon the old tradition, and with the old traditional bent already absorbing what few funds were available, the "Agricultural and Mechanical" objectives of the College were yet to be fulfilled.

How powerfully enforced the old tradition has been by faculty and administrative personnel, over the years, may be seen by inspecting successive rosters. Revels we have met; as first president (1871-1882) he filled his faculty with men, like himself, educated in the classical tradition in the North, or in the new mission colleges in the South. John H. Burrus (1882-1893) was a graduate of Fisk University; he and his brother were completely devoted to the classical ideal in education, and together they left a powerful impress upon Alcorn. T. J. Calloway (1894-1896) was a graduate of Fisk University. W. H. Lanier (1899-1905) and L. J. Rowan (1905-1911 and 1914-1934) were Mississippi Negroes educated in the great classical and liberal tradition.

CONCLUSION

Education is not alone a thing of courses and academic classes; it is also a matter of memories, and rituals, of modes and manners.

The ritual of daily living at Alcorn—isolated though it is—is in no small measure the ritual of its great and traditional past. The young women "dress" for music recitals. The students and the teachers have a natural dignity and charm.

Let us complete this summary by picturing again the sight of a hundred or more Negro women—young women, girls—filing into the ancient pews of Oakland Chapel. To many, this would be an incongruous sight; for only yesterday their grandfathers and grandmothers were slaves; and even now, a stone's throw from the lovely columns out front, there live members of their race steeped in the direst poverty, drowned in an abysmal ignorance, living and dying without benefit of the bare rudiments of a civilized, modern existence.

Holding a frilly gown lightly, they edge into the mellowed pews, and sit silently facing the dais. On the wall in front, over the dais, there is the timbered old altar in all of its Presbyterian austerity; the only relief is the medallioned eagle adding a touch of its color to the rich mahogany lintel. A tenor singer, immaculate in stiff tails and linen, steps from the wings, and the audience applauds vigorously —yet with polite correctness—as he begins his program of French and German songs, ending with the conventional group of Negro spirituals, as he might in Carnegie Hall in New York.

Yes, it could be somewhat ridiculous; and yet, to this writer, that sight had more of pathos than humour. The writer felt that in all of the great State of Mississippi, no profounder tribute could have been paid to the great tradition which the State treasures. It was the great tradition of gentility, of graciousness, of gentle living, of a liberal life well lived. It was imperfect, but it was sincere; and the ghosts of the long-dead planters and their sons who may have looked on that evening in Oakland Chapel witnessed, at least, a ceremonial gesture to their way of life that could not be matched elsewhere in the state.

Wiser persons than the writer must determine the fate of Alcorn. Enough to say here that if the State of Mississippi intends now to create an institution serving, boldly and, perhaps, baldly, the direct interests of the masses of its Negroes, it might well consider that it has more to consider than a mere change in personnel at Alcorn; or a mere change in curriculum; or a mere change in location, even. It must consider the great tradition embodied in the very stones of Alcorn, once Oakland College; and the writer feels that it will be difficult, so long as those stones yet stand, to make Negro students forget that they are living their daily life in the physical and spiritual presence of a classical college, devoted to the art of making gentlemen; and consecrated to the high endeavor of pursuing the seven liberal arts.

Indeed, if Mississippi now feels that a college of liberal arts needs to be provided for Negroes; and if no other setting seems better; this writer would feel that it would be a fitting and poetic tribute to that past of Alcorn College that goes back even beyond Alcorn University, to have this institution located where once Oakland College stood. Then might a new foundation, not shackled by the tradition of personnel, or memories, or physical structure, be established somewhere else to conform in function and in spirit to that new ideal of educational service to the masses of the people which must, with the greatest difficulty, find realization in the shadows of a great tradition, more powerful than men and their intentions.

H

RESOLUTION, AMENDMENT AND ACT CREATING THE BOARD OF TRUSTEES OF THE INSTITUTIONS OF HIGHER LEARNING

HOUSE CONCURRENT RESOLUTION NO. 13

A CONCURRENT RESOLUTION inserting an amendment to the constitution of the state of Mississippi, article 8 thereof, by adding thereto a new section, to-wit: Section 213-A, creating a board of trustees of state institutions of higher learning.

WHEREAS, At the regular session of the legislature of Mississippi in 1942, there was passed, in the manner provided in section 273 of the constitution of 1890, a concurrent resolution proposing an amendment to article 8 of the constitution, so as to provide the addition of a new section, to-wit: section 213-A, creating a board of trustees of state institutions of higher learning, as appears from chapter 342 of the laws of 1942; and

WHEREAS, In accordance with the requirements of section 273 of the constitution of Mississippi, the secretary of state of the state of Mississippi, had the required public notice given of an election to be held on the first Tuesday after the first Monday in November, 1942, at which the qualified electors should vote directly for or against the said proposed amendment. Said publication being made as required by the said section of the constitution; and

WHEREAS, At the said election held on the first Tuesday after the first Monday of November, 1942, as appears from the official returns thereof made to the secretary of state, there was cast for the said amendment 44,785 votes and there was cast against the said amendment 4,250 votes, the said amendment having received a majority of the legal votes polled at said election. The said votes having been canvassed by the legislature of the state of Mississippi, and it being found that said amendment had so carried;

THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES OF THE STATE OF MISSISSIPPI, THE SENATE CONCURRING THEREIN, that said amendment be and the same is hereby inserted in the constitution of the state of Mississippi, as a part of said constitution, as provided in the concurrent resolution, submitting the same to the qualified electors of the state, to-wit:

That article 8 of the constitution of the state of Mississippi of 1890 be, and the same is hereby amended so as to add a new section thereto to-wit:

Sec. 213-A. STATE INSTITUTIONS OF HIGHER LEARNING. The state institutions of higher learning now existing in Mississippi, to-wit: University of Mississippi, Mississippi State College for Women, Mississippi Southern College, Delta State Teachers' College, Alcorn Agricultural and Mechanical College, and Mississippi Negro Training School, and any others of like kind which may be hereafter organized or established by the state of Mississippi, shall be under the management and control of a board of trustees to be known as the board of trustees of state institutions of higher learning, the members thereof to be appointed by the governor of the state with the advice and consent of the senate. The governor shall appoint only men or women as such members as shall be qualified electors residing in the district from which each is appointed, and at least twenty-five years of age, and of the highest order of intelligence, character, learning and fitness for the performance of such duties, to the end that such board shall perform the high and honorable duties thereof to the greatest advantage of the people of the state of such educational institutions, uninfluenced by any political considerations. There shall be appointed one member of such board from each congressional district of the state as now existing, and one member from each supreme court district, and two members shall be appointed from the state at large. The term of office of said trustees herein provided for shall begin May 8, 1944; and it shall be the duty of the governor to make such appointments during the regular session of the legislature of Mississippi in 1944, and one-third of the membership of said board shall be appointed for a period of four years; one-third for a period of eight years; and one-third for a period of twelve years; and thereafter their successors shall hold office for a period of twelve years. The members of the board of trustees as constituted at the time this amendment shall be inserted in the constitution as a part thereof shall continue to hold office until their respective terms expire under existing law, after which time the membership of the board shall consist of the number hereinabove provided for. In case of a vacancy on said board by death or resignation of a member, or from any other cause than the expiration of such member's term of office, the board shall elect his successor, who shall hold office until the end of the next session of the legislature. During such term of the session of the legislature the governor shall appoint the successor member of the board from the district from which his predecessor was appointed, to hold office until the end of the period for which such original trustee was appointed, to the end that one-third of such trustee's term will expire each four years.

One trustee in addition to the above shall be appointed by the governor for the University of Mississippi, who shall have a vote only in matters pertaining to the university, and which trustee shall be a resident citizen of DeSoto county, to be known as the trustee for the LaBauve fund, and serve for a term of four years to commence from the date of appointment.

Such board shall have the power and authority to elect the heads of the various institutions of higher learning, and contract with all deans, professors and other members of the teaching staff and all administrative employees of said institutions for a term not exceeding four years; but said board shall have the power and authority to terminate any such contract at any time for malfeasance, inefficiency or contumacious conduct, but never for political reason.

Nothing herein contained shall in any way limit or take away the power the legislature had and possessed, if any at the time of the adoption of this amendment, to consolidate or abolish any of the above named institutions.

Adopted by the House of Representatives, January 19, 1944.

Adopted by the Senate, February 4, 1944.

MISSISSIPPI LEGISLATURE REGULAR SESSION 1944

SENATE BILL NO. 155

BY: SENATORS HENRY, WATSON
CULKIN, WOLFE
WHITTINGTON & KYLE

TO: UNIVERSITY &
COLLEGES AND
JUDICIARY

AN ACT TO REPEAL CHAPTER 127, LAWS 1932 AS AMENDED BY CHAPTER 181, LAWS 1936 AND CHAPTER 196, LAWS OF 1940, AND TO PRESCRIBE CERTAIN RIGHTS, POWERS AND DUTIES OF THE BOARD OF TRUSTEES OF STATE INSIITUTIONS OF HIGHER LEARNING IN ADDITION TO THE CONSTITUTIONAL RIGHTS, POWERS AND DUTIES CONFERRED BY THE CONSTITUTIONAL AMENDMENT INSERTED IN THE STATE CONSTITUTION BY HOUSE CONCURRENT RESOLUTION NO. 13,

SECTION 1. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI, That Chapter 127, Laws of 1932, as amended by Chapter 181, Laws of 1936, and Chapter 196, Laws of 1940, is hereby repealed but all laws that were repealed by the said Chapter 127, Laws of 1932, and said amendments thereto, shall continue to be repealed.

SECTION 2. The State Institutions of Higher Learning now existing in the State, to-wit:

University of Mississippi
Mississippi State College,
Mississippi State College for Women
Delta State Teachers College,
Alcorn Agricultural & Mechanical College
Mississippi Negro Training School, and any other of like kind which may be hereafter established by the State, shall be under the management and control of a board of trustees to be known as the Board of Trustees of State Institutions of Higher Learning.

SECTION 3. That as soon as practicable after the passage of this Act and during the regular session of the Legislature in 1944, the Governor, by and with the advice and consent of the Senate, shall appoint the members of the board, one member from each Congressional District of the State as now existing, one member from each Supreme Court District and two members from the State at large, with the terms of each to begin on the 8th day of May 1944; one third of the membership of said Board so appointed shall be appointed for a period of four years, one third for a period of eight years and one third for a period of twelve years. On the expiration of any of said terms of office the Governor shall appoint successors by and with the advice and consent of the Senate, for terms of twelve years in each case. In addition one trustee shall be appointed by the Governor for the University of Mississippi, who shall have a vote only in matters pertaining to the University and who shall be resident citizen of DeSoto County, Mississippi, and be known as the trustee for the La Bauve Fund, who shall serve for a period of four years to commence from the date of appointment.

In case of a vacancy on said board by death or resignation of a member or from any other cause than the expiration of such member's term of office the board shall elect his successor who shall hold office until the end of the next session of the Legislature. During such term of the Session of the Legislature the Governor shall appoint the successor member of the board from the district from which his predecessor was appointed to hold office until the end of the period or term for which said original trustee was appointed, to the end that one third of such trustees' terms shall expire each four years.

The members of the Board of Trustees as constituted when Senate Concurrent Resolution No. 11 was inserted as a part of the Constitution shall continue to hold office until their respective terms shall expire under the terms of law under which they were appointed, after which time the membership of the Board shall consist of the number herein above provided for.

SECTION 4. QUALIFICATIONS OF TRUSTEES. There shall be appointed only men or women to such membership as shall be qualified electors residing in the district from which each is appointed and at least twenty-five years of age and of the highest order of intelligence, character, learning and fitness for the performance of such duties to the end that such Board shall perform the high and honorable duties thereof to the greatest advantage of the people of the State and of such institutions, uninfluenced by any political considerations.

SECTION 5. ORGANIZATION AND DUTIES. Within ten days after the beginning of the terms of office of said members, upon call of the Governor, the Board shall meet in the City of Jackson and organize by electing one of their number as President, whose term of office shall be for one year or until a successor shall be elected, shall transact such other business as may come before the meeting. When the presiding officer has voted and the result is a tie, he cannot vote again to break the tie. The trustees shall have authority to appoint a non-member as Executive Secretary, who shall be a well qualified educational research worker and administrator, and who shall maintain an office with such clerical help as the Board may deem necessary. It shall be the duty of the Executive Secretary to make constant inquiry into the problems of higher education; to survey and study carefully the organization, management, and all other affairs of each institution under the control of said trustees; and to make report of all findings and recommend such changes as will increase efficiency and economy in the operation of each institution; and to perform such other duties as the Board may prescribe. The Executive Secretary shall receive a reasonable salary to be fixed by the Board which, with the expenses of the executive office and his traveling expenses, shall be prorated and deducted from the appropriations for the current expenses of the several institutions. The Executive Secretary shall devote his entire time to the duties of his office.

SECTION 6. COMPENSATION AND MEETINGS. The Board of Trustees shall serve without salary compensation, but shall receive a per diem of Seven Dollars and Fifty Cents ($7.50) including the time of going to and returning from meetings of said Board together with actual travel and hotel expenses incident to meetings of the Board and in the discharge of duties prescribed by the Board. The traveling expenses and per diem of the members of the Board of Trustees shall be paid on an itemized statement approved by the President from the funds of the institution in whose behalf the services are rendered, or, when rendered in behalf of several institutions, prorated among them. The Board of Trustees shall hold two regular stated meetings annually, one in June and the other in January, and as many special meetings as may be necessary on call of the President, or on call of five members. In either case, the call shall be in writing and shall be mailed by registered letter with return receipt requested to each and very member at least five days prior to the date of meeting. So long as there are sixteen members of the Board, for the transaction of business pertaining to the University, ten members shall constitute a quorum, for that pertaining to the colleges, nine members shall constitutue a quorum. When the membership of the Board shall consist of thirteen members, for the transaction of business pertaining to the University, nine members shall constitutue a quorum; for that pertaining to the colleges, eight members shall constitute a quorum.

SECTION 7. POWERS AND DUTIES OF THE BOARD. The Board of Trustees of State Institutions of Higher Learning shall succeed to and continue to exercise control of all records, books, papers, equipment, and supplies, and all lands buildings and other real and personal property now or hereafter belonging to or assigned to the use and benefit of the statutory Board of Trustees now supervising and controlling the institutions of higher learning heretofore named in this Act and shall have and exercise control of the use distribution and disbursement of all funds, appropriations and taxes, now and hereafter in possession, levied and collected, received, or appropriated for the use benefit, support, and maintenance or capital outlay expenditures of the institutions of higher learning including the authorization of employees to sign vouchers for the disbursement of funds for the various institutions, except where otherwise specifically provided by law.

SECTION 8. The Board shall have general supervision of the affairs of all the institutions of higher learning; the departments and the schools; the conduct of libraries and laboratories; the care of dormitories, buildings, and grounds; the business methods and arrangement of accounts and records; the organization of the administrative plan of each institution; and all other matters incident to the proper functioning of the institutions.

SECTION 9. The Trustees shall exercise all the powers and prerogatives conferred upon them under the laws establishing and providing for the operation of the several institutions herein specified; they shall adopt such By-Laws and regulations from time to time as they deem expedient for the proper supervision and control of the several institutions of higher learning, in so far as such By-Laws and Regulations are not repugnant to the Constitution and Laws, and not inconsistent with the object for which these institutions were established; they shall have power and authority to prescribe rules and regulations for policing the campuses and all buildings of the respective institutions, to authorize the arrest of all persons violating on any campus any criminal law of the State, and to have such law violators turned over to the civil authorities.

SECTION 10. For all institutions specified in this act, the Trustees shall provide a uniform system of recording and of accounting approved by the State Auditing Department, and prepare a biennial report to the Legislature setting forth the disbursement of all moneys appropriated to the respective institutions. They shall biennially prepare, or cause to be prepared, a budget for each institution of higher learning for the succeeding biennium, which must be prepared and in readiness for at least thirty days before the convening of the regular session of the Legislature. All relationships and negotiations between the State Legislature and its various committees and the institutions named in this Act shall be carried on through the Board of Trustees. No official, employee or agent representing any of the separate institutions shall appear before the Legislature or any committee thereof except upon the written order of the Board or upon the request of the Legislature or a committee thereof.

SECTION 11. Each report to the Legislature shall show how the money appropriated to the several institutions has been expended during the two preceding sessions and the time between them, beginning and ending with the fiscal years of the institution, showing the name of each teacher, officer, and employee, and the salary paid each, and an itemized statement of each and every item of receipts and expenditures. Each report must be balanced, and must begin with the former balance and, if any property belonging to the State or the institution is used for profit, the reports shall show the expense incurred in managing the property and the amount received therefrom. The reports shall also show a summary of the gross receipts and gross disbursements for each year and for each biennial period, and shall show the money on hand at the beginning of the fiscal period of the institution next preceding each session of the Legislature and the necessary amount of expense to be incurred from said date to January first following. The Trustees shall keep the biennial expenditures of each institution herein mentioned within the income derived from legislative appropriations and other sources, but in case of emergency arising from acts of providence, epidemics, fire or storm with the written aproval of the Governor and by written consent of a majority of the Senators and of the Representatives they may exceed the income. The Trustees shall require a surety bond in a Surety Company authorized to do business in this state, of every employee who is the custodian of funds beloging to one or more of the institutions mentioned herein, which bond shall be in a sum to be fixed by the Board of Trustees in an amount that will properly safeguard the said funds, the premium for which shall be paid out of the funds appropriated for said institutions.

SECTION 12. The Board shall have the power and authority to elect the heads of the various institutions of higher learning and to contract with all deans, professors, and other members of the teaching staff and all administrative employees of said institutions for a team of not exceeding four years; but said Board shall have the power and authority to terminate any such contract at any time for malfeasance, inefficiency, or contumacious conduct, but never for political reasons. It shall be the policy of the Board to permit the executive head of each institution to nominate for election by the Board all subordinate employees of the institution over which he presides. It shall be the policy of the Board to elect all officials for a definite tenure of service and to reelect during the period of satisfactory service. The Board shall have the power to make any adjustments they think necessary between the various departments and schools of any institutions or between the different institutions.

SECTION 13. The Board shall keep complete minutes and records of all proceedings, which shall be open for inspection by any citizen of the State.

SECTION 14. All laws or parts of laws in conflict with the provisions of this Act are hereby repealed.

SECTION 15. If any section or part of this Act shall be declared unconstitutional, the other sections or parts of this Act shall not be affected thereby.

SECTION 16. That this Act shall take effect and be in force from and after its passage.

LA313 .G44
Mississippi study of higher education,

Princeton Theological Seminary–Speer Library

1 1012 00002 3764